

DOCUMENT RESUME

ED 213 940

CE 031 675

**AUTHOR** Cassimer, Myrna Harris; And Others.  
**TITLE** Health Occupations Curriculum Guide, 1981. Vocational Education Curriculum Guide. Bulletin No. 1635.  
**INSTITUTION** Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.  
**PUB DATE** 81  
**NOTE** 469p.; Not available in paper copy due to small, light print.  
**EDRS PRICE** MF01 Plus Postage. PC Not Available from EDRS.  
**DESCRIPTORS** Allied Health Occupations; \*Allied Health Occupations Education; Anatomy; Behavior; Behavioral Objectives; Clinical Experience; Communicable Diseases; \*Cooperative Education; Curriculum Guides; Diseases; Experiential Learning; First Aid; High Schools; Individual Development; Learning Activities; \*Medical Services; \*Medical Vocabulary; \*Nutrition; Physiology; Safety; Secondary Education; Student Evaluation; Units of Study

**ABSTRACT**

This curriculum guide, which combines concepts from the core and ladder curriculums, is designed to help health occupations teachers in Louisiana prepare grade 11 and 12 students with beginning level skills in a variety of health-related occupations. The ten units are Introduction to Health Careers (60 hours), Medical Terminology (60 hours), Human Behavior (80 hours), Body Structure and Function (80 hours), Nutrition (60 hours), Growth and Development (20 hours), Infection and Disease (30 hours), Basic Skills (90 hours), Emergency Care and Safety (60 hours), and Cooperative Program. The format for each unit is as follows: unit description, goal(s), time frame, topics/table of contents and unit outline that correlates objectives with unit outline (information to be taught), suggested activities, evaluation, and materials and resources. The tenth unit, Cooperative Health Occupations, has a classroom phase of one hour daily for one year, and the student must also obtain and maintain a job in a certifiable health occupation for 15 hours per week. Appendixes include sample forms. (YLB)

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# HEALTH OCCUPATIONS CURRICULUM GUIDE

1981

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**VOCATIONAL  
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**BULLETIN NO. 1635**

**CURRICULUM GUIDE**

*Issued By*  
**Louisiana State Department of Education**

**J. KELLY NIX**  
**State Superintendent**

STATE OF LOUISIANA  
DEPARTMENT OF EDUCATION

BULLETIN NO. 1635

HEALTH OCCUPATIONS CURRICULUM GUIDE  
1981

Issued by

Office of Vocational Education

N. J. Stafford, Jr., Ed.D.  
Assistant Superintendent

J. KELLY NIX  
State Superintendent

## TABLE OF CONTENTS

	Page
Foreword	i
Acknowledgements	ii
Members of Writing Team	iii
Preface	iv
To The Teacher	v
Time Schedule	vi
UNIT I--Introduction to Health Careers	1
UNIT II--Medical Terminology	29
UNIT III--Understanding Human Behavior	43
UNIT IV--Human Body Structure and Function	68
UNIT V--Introduction to Nutrition	114
UNIT VI--Growth and Development	141
UNIT VII--Infection and Disease	151
UNIT VIII--Basic Health Care Skills	161
UNIT IX--Emergency Care and Safety	189
UNIT X--Cooperative Health Occupations	209
Appendices for Cooperative Health Occupations	228

## FOREWORD

This curriculum guide was prepared by a group of Secondary Health Occupations teachers from the state of Louisiana. The guide was initiated in response to a need for a more standardized Vocational Education curriculum for secondary students in health related occupations:

The curriculum combines concepts from two basic theories: the Core curriculum and the Ladder curriculum. Many of the health professionals employed to teach in Vocational Health Occupations are beginning their first teaching assignment. This guide will serve as introductory and resource information and will enable these teachers to perform effectively. Students completing the course as presented will be better prepared to enter the Health Care Industry of Louisiana,

I wish to express my gratitude and that of the Office of Vocational Education and the Department of Education to each of the writers and contributors of the team. I also wish to thank each pilot teacher and administrator whose efforts during the piloting stage of curriculum development are essential to the implementation of our curriculum goals.

  
J. Kelly Mc  
Superintendent of Education

## ACKNOWLEDGEMENTS

This publication represents the cooperative efforts of teachers of secondary health occupations courses and the Vocational Education Office, Louisiana State Department of Education. A special word of recognition to Superintendent Raymond G. Arveson, Superintendent of Schools, East Baton Rouge Parish Schools, whose system agreed to direct the project and Mr. Bob Hill, Coordinator of Vocational Education, East Baton Rouge Parish Schools, who served as project director, and Mrs. Betty Penny, Health Occupations Education Supervisor in the Louisiana State Department of Education served as liaison for the project and gave invaluable assistance.

*N. J. Stafford*

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## PREFACE

The Health Care industry is undermanned and continually growing. Many high school students who are capable of functioning in Health Occupations at the assisting levels are denied this opportunity because of the structuring of Vocational Health Occupations Programs. These programs have entry requirements, such as high school graduation or age limitations. The length of some of these programs also prevents them from being worked into the existing high school curriculum.

This guide has been prepared to help Health Occupations teachers in Louisiana prepare 11th and 12th grade boys and girls with beginning level skills in a variety of health-related occupations. The curriculum will afford students an opportunity to enhance their academic skills with specific applicable job skills while still in high school. This program has the potential for assuring the success of the student at the post secondary level if he/she desires immediate employability.

## COURSE OBJECTIVES

This guide will provide:

1. Basic courses germane to all Health and Health-Related Occupations.
2. Specific job-related skills for an area of the Health Care career field.
3. Opportunities for boys and girls to pursue a health career.
4. A means of meeting the demand for skilled workers in the health career field.

## UNIT OBJECTIVES

Each unit of instruction is based on performance objectives with suggested acceptable performance levels. These objectives specify the exact behaviors that the student will be exhibiting, thus providing students with a sense of direction.

A classroom discussion should follow immediately after the objectives are presented to the students so that any questions concerning the performances expected of the student can be answered.



## TO THE TEACHER

Each unit of instruction should be reviewed before using it in the classroom. In reviewing the unit, you may find it necessary to localize and personalize the units, based upon the needs of the students.

Methods of supplementing this unit are by field trips, resource personnel games, case studies, role playing, etc. You may also wish to involve students in the planning of units presented by using their own personal experiences.

Remember, as an instructor, you may wish to add objectives to the units of instruction based on the individual needs of the student. If this procedure is followed, you must add the corresponding information under content and evaluation.

An important phase of the entire course, moreover, is to provide the students with real experiences in health institutions and offices. In some programs, after nine weeks in the classroom daily, students are placed in the field two days a week and with the supervision of the personnel, perform tasks within their capabilities. Students may be placed in all areas of the hospitals, nursing homes, limb and brace shops, veterinarian offices or any bona fide health agency. This "shadowing" experience has proved invaluable to students and strengthens the curriculum immeasurably. The number of students in each class should not exceed twenty, however, the teacher must keep in constant contact with the student on field days. Not all programs can be designed with a three hour block, but the larger the block, the more room for the exploratory field experiences. This phase also understandably requires transportation; therefore, the need for each program to be flexible, for each community, will differ as to distances from campus to institution, etc.

## TIME SCHEDULE

Unit 1	Introduction to Health Careers	60
Unit 2	Medical Terminology	60
Unit 3	Human Behavior	80
Unit 4	Body Structure and Function	80
Unit 5	Nutrition	60
Unit 6	Growth and Development	20
Unit 7	Infection and Disease	30
Unit 8	Basic Skills	90
Unit 9	Emergency Care and Safety	60
Unit 10	Cooperative Program	1 hr./day/for 1 year (15 hrs/wk with employer)

## UNIT I: INTRODUCTION TO HEALTH CAREERS

### Unit Description:

The primary purpose of this unit is to introduce the student to opportunities in health careers. Education requirements and responsibilities of various health careers will be explored. In addition, basic concepts germane to all health careers will be presented. These concepts include medical terminology, mathematics, safety and accident prevention, health and grooming, the work world and legal aspects of health careers.

### Goals:

1. To cultivate an awareness of the opportunities available in the health field.
2. To cultivate an awareness of the educational requirements and primary functions of various health careers.
3. To help the student make realistic career goal choices.
4. To develop an awareness of concepts common to all health careers.

UNIT CONTENTS - Introduction to Health Careers

Topics

1. Health Careers

- A. Five Major Categories
- B. Basic Sciences

2. Language of Health Careers

3. Mathematics of Health Careers

- A. Metric
- B. Household

4. Safety and Accident Prevention

5. Health and Grooming

6. World of Work

7. Law and Health Careers

- A. Terms
- B. License, Certification, and Registration

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health Careers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>On completion of this unit the student will be able to:</p> <p>Match seven pioneers in health care with their contributions accurately.</p> <p>Identify and explain three reasons for growth in health careers titles since the turn of the century with an 80% level of accuracy.</p> <p>State the approximate number of health care titles today and at the turn of the century.</p> <p>Spell any words from vocabulary list related to the five major categories of health careers and six health care titles with 80% accuracy.</p>	<p>History of health careers</p> <p>A. First hospitals</p> <p>B. Pioneers</p> <ol style="list-style-type: none"> <li>1. Hippocrates</li> <li>2. Leeuwenhoek</li> <li>3. Lister</li> <li>4. Nightingale</li> <li>5. Roentgen</li> <li>6. Fleming</li> <li>7. Pasteur</li> </ol> <p>Factors contributing to rapid growth in health careers since turn of century.</p> <ol style="list-style-type: none"> <li>A. Increased population</li> <li>B. Rural to urban population</li> <li>C. Increased life span</li> <li>D. Discoveries and inventions</li> <li>E. Advanced technology</li> <li>F. Effects of wars</li> </ol> <p>Health careers today.</p> <ol style="list-style-type: none"> <li>A. Over 300 health care titles.</li> <li>B. Primarily three health care titles at turn of century.</li> </ol>	<p>Students research each of the pioneers in health care and write a brief paragraph on each contribution. Class discussion follows.</p> <p>Small group discussions. Each group is assigned a captain. Discuss the factors contributing to increase in health careers. Captains of each group lead class discussion after group meetings.</p> <p>Students list as many health care titles as they are familiar with and write these on board. Then, review format of text <u>Introduction to Health Careers</u> to show the many titles.</p>	<p>Given a teacher made test, the student will match seven pioneers in health care with their contributions.</p> <p>Given a teacher made test, the student will identify and explain three reasons for growth in health career titles since the turn of the century.</p> <p>Given a teacher made test, the student will state the approximate number of health care titles today and at the turn of the century.</p>	<p>Filmstrip: Trainex "History of Health Careers" "Careers in Health Services"</p> <p>Texts:</p> <p>Birghenall, Joan M., and Strught, Mary Eileen, <u>Introduction to Health Careers</u>, J. B. Lippincott New York, 1978.</p> <p>Ferris, Elvira B., <u>Microbiology for Health Careers</u>, Delmar Publishers, Albany, New York, 1974</p> <p>Students given vocabulary lists with terms related to the five major categories of health careers and six health care titles.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Describe the responsibilities of the following/ health care titles: professional therapist, technologist, technician, assistant and aide with 80% accuracy.</p> <p>List the educational requirements usually required for each of the six health care titles with 80% accuracy.</p> <p>Cite three of four common health care titles whose education and responsibilities are exceptions to the general rules with 80% accuracy.</p> <p>List and spell the six health care titles with 100% accuracy.</p> <p>Show evidence of the interdependency of three health team members representing different health categories with 100% accuracy.</p>	<p>D. Community health careers</p> <ol style="list-style-type: none"> <li>1. Community service</li> <li>2. Animal care service</li> <li>3. Health education</li> <li>4. Environmental health</li> <li>5. Home health services</li> </ol> <p>E. Institutional</p> <ol style="list-style-type: none"> <li>1. Administrative</li> <li>2. Supportive</li> </ol> <p>Titles</p> <p>A. Professional</p> <ol style="list-style-type: none"> <li>1. Responsibilities</li> <li>2. Education</li> <li>3. Examples</li> </ol> <p>B. Therapist</p> <ol style="list-style-type: none"> <li>1. Responsibilities</li> <li>2. Education</li> <li>3. Examples</li> </ol> <p>C. Technologist</p> <ol style="list-style-type: none"> <li>1. Responsibilities</li> <li>2. Education</li> <li>3. Examples</li> </ol> <p>D. Technician</p> <ol style="list-style-type: none"> <li>1. Responsibilities</li> <li>2. Education</li> <li>3. Examples</li> </ol> <p>Assistant</p> <ol style="list-style-type: none"> <li>1. Responsibilities</li> <li>2. Education</li> <li>3. Examples</li> </ol>	<p>Students read text and class discusses the six health care titles and exceptions.</p> <p>Students take list of health care titles from film and identify number of years of education required each. Review answers in class.</p> <p>Students write sentences with words on vocabulary list which indicate understanding of meaning of each word.</p> <p>Students practice saying health care titles after properly pronounced.</p> <p>Students fill out worksheet on five major categories and health care titles.</p> <p>Students are given a situation that involves health team members from each of the five major categories. Students explain the role of each team member in contributing to the care of the patient.</p>	<p>Given a teacher made test, the student will describe the responsibilities of the following health care titles: professional, therapist, technologist, technician, assistant and aide.</p> <p>Given a teacher made test, the student will list the education requirements usually required for each of the six health care titles.</p> <p>Given a teacher made test, the student will cite three of four common health care titles whose education requirements and responsibilities are exceptions to the general rules.</p> <p>Given a teacher made test, the student will list and correctly spell the six health care titles.</p> <p>Given a hypothetical situation on a teacher made test, the student will show evidence of the interdependency of health team members representing different health categories.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT: Introduction to Health Careers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List and spell the five basic sciences underlying health careers with 100% accuracy.</p> <p>Name and briefly explain the five basic sciences associated with health careers using one's own words with 80% accuracy.</p> <p>Accurately name two health team members who need a particularly strong background in each of the five basic sciences underlying health careers.</p>	<p>Five basic sciences underlying all health careers:</p> <ul style="list-style-type: none"><li>A. Anatomy</li><li>B. Physiology</li><li>C. Chemistry</li><li>D. Physics</li><li>E. Microbiology</li><li>F. Principles of five basic sciences common to <u>all</u> health careers, at all levels (Examples)</li><li>G. Health care members who need particularly strong backgrounds in each of the five basic sciences.</li></ul>	<p>Tour selected areas of hospital representing five major categories of health careers and talk to members from each area.</p> <p>Guest speaker from health department.</p> <p>Students practice saying five basic sciences after properly pronounced.</p> <p>Students write each basic science three times and divide into syllables.</p> <p>Students research each of five basic sciences and write a brief definition in own words. Common working definitions to be determined by class discussion.</p> <p>Students divide into five small groups. Each group is assigned one of five basic sciences and is to identify at least three health team members who need particularly strong backgrounds in that respective science. Group captain reports to class and identifies and explains reason for their choice.</p>	<p>Given a teacher made test, student will list and accurately spell the five basic sciences underlying all health careers.</p> <p>Given a teacher made test, the student will name and briefly explain the five basic sciences associated with health careers using own words.</p> <p>Given a teacher made test, the student will name two health team members who need a particularly strong background in each of the five basic sciences underlying health careers.</p>	<p>Filmstrip: Trainex "Local Health Department"</p> <p>Film: "Code Blue"</p> <p>Wittman, Karl, <u>Basic Sciences for Health Careers</u></p> <p><u>Introduction to Health Careers</u></p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Formulates a rationale for his/her career selection based upon preceding subtopics with 80% accuracy.</p>		<p>Students given list of common health team members to identify the science in which they need a particularly strong background.</p> <p>Student writes an essay centered around the health care career which he/she is most interested. Essay must be a minimum of one and half hand-written pages. The following questions must be answered in content of essay:</p> <ol style="list-style-type: none"> <li>1. Why are you interested in this career?</li> <li>2. What is the major function of this health team member?</li> <li>3. To which one of the five major categories does this health team member belong?</li> <li>4. In which one of the five basic sciences will you need the strongest background?</li> <li>5. What are the educational requirements for this career?</li> <li>6. Why do you think you will succeed in reaching this career goal?</li> </ol>	<p>Given instructions by the teacher and with use of resources, the student formulates a rationale for his/her career selection based upon preceding subtopics.</p>	<p><u>Introduction to Health Careers</u></p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Language of Health Careers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Define medical terminology and give two reasons for the usage with 100% accuracy.</p> <p>Accurately name and explain the three components which make up the structure of medical terminology.</p> <p>Match selected roots, suffixes, and prefixes with their meanings with 80% accuracy.</p>	<p>Language of Health Careers</p> <p>Medical terminology</p> <p>A. Definition=language of health care.</p> <p>B. Purpose</p> <ol style="list-style-type: none"> <li>1. Brevity</li> <li>2. Accuracy</li> <li>3. Descriptive</li> </ol> <p>C. Structure</p> <ol style="list-style-type: none"> <li>1. Prefixes</li> <li>2. Suffixes</li> <li>3. Roots</li> </ol> <p>D. Common Roots, suffixes, and prefixes</p> <ol style="list-style-type: none"> <li>1. Roots <ol style="list-style-type: none"> <li>a. Cardio</li> <li>b. Gastro</li> <li>c. Hystero</li> <li>d. Derma</li> </ol> </li> <li>2. Suffixes <ol style="list-style-type: none"> <li>a. logy</li> <li>b. ectomy</li> <li>c. logist</li> <li>d. gram</li> </ol> </li> <li>3. Prefixes <ol style="list-style-type: none"> <li>a. electro</li> <li>b. hyper</li> <li>c. hypo</li> <li>d. anti</li> </ol> </li> </ol>	<p>Word games using medical terminology. Crossword puzzles - students given definitions, try to form medical words.</p> <p>Students decipher medical words by using medical terminology lists. Then, class discussion of words.</p>		<p>Handout on medical terminology with common roots, prefixes, suffixes, and their meanings.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Mathematics of Health Careers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Name and abbreviate the three basic units of the metric system with 100% accuracy.</p> <p>Accurately list the basic metric unit of weight, volume, and length.</p> <p>Write the six prefixes of the metric system and relate the meaning of each with 100% accuracy.</p> <p>Calculate metric problems with 80% accuracy.</p> <p>Rank metric prefixes from largest to smallest showing decimal equivalent with 100% accuracy.</p> <p>Match the three basic metric units with similar household measurements with 100% accuracy.</p>	<p>Metric system</p> <p>A. Meter (M) = length</p> <p>B. Liter (L) = volume</p> <p>C. Gram (Gm) = weight</p> <p>Prefixes</p> <p>A. Deci</p> <p>B. Centi</p> <p>C. Milli</p> <p>D. Deca</p> <p>E. Hecto</p> <p>F. Kilo</p> <p>Calculating metric problems</p> <p>A. Large to smaller units</p> <p>B. Small to larger units</p> <p>Metric suffixes and numerical values</p> <p>A. deci, .1</p> <p>B. Centi, .01</p> <p>C. Milli, .001</p> <p>D. Deca, 10</p> <p>E. Hecto, 100</p> <p>F. Kilo, 1000</p> <p>Relationship of metric units to common household equivalents</p> <p>A. Liter and quart</p> <p>B. Meter and yard</p> <p>C. Gram and ounce</p>	<p>Pretest: Decimals and fractions review. Students receive individual help based on need.</p> <p>Practice calculating metric problems in class utilizing teacher and students as resources.</p> <p>Students assigned to calculate metric problems for homework assignment.</p> <p>Students given list of metric measurements to rank from largest to smallest. Class discussion follows exercise.</p> <p>Students divide into small groups with student strong in math in each group. Review math problems assigned earlier. Strong student helps to insure that each student in group understands problems.</p> <p>Additional problems assigned as homework.</p>	<p>Given a teacher made test, the student will name and abbreviate the three basic units of the metric system.</p> <p>Given a teacher made test, the student will list the basic metric units of weight, volume and length.</p> <p>Given a teacher made test, the student will write the six prefixes of the metric system and relate the meaning of each.</p> <p>Given a teacher made test, the student will calculate metric problems.</p>	<p>Basic math test and metric test.</p> <p>Filmstrip: Trainex "The Metric System"</p> <p>Film: "Metric Meets the Inchworm"</p> <p>Handout on metric system. Included in worksheet are comparison of basic metric units and common household measurements, quart, yardstick, and ounce.</p> <p>Transparencies to show metric prefixes and numerical meanings.</p> <p>Transparencies to show relationship between metric units and common household measurements.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Household Measurements

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List and abbreviate two units of weight in the household system of measurements with 100% accuracy.</p> <p>List and abbreviate the seven units of weight in the household system of measurements with 100% accuracy.</p> <p>List and abbreviate the four units of length in the household system of measurement with 100% accuracy.</p> <p>Rank household measurements of weight, volume, and length from small to larger units and large to smaller units with 90% accuracy.</p> <p>State from memory selected household measurement equivalents with 90% accuracy.</p> <p>Calculate household measurement problems with 80% accuracy.</p>	<p>Household measurements and abbreviations</p> <p>A. Weight</p> <ol style="list-style-type: none"> <li>1. Ounce, oz.</li> <li>2. Pound, lb.</li> </ol> <p>B. Volume</p> <ol style="list-style-type: none"> <li>1. Teaspoon, tsp.</li> <li>2. Tablespoon, tbsp.</li> <li>3. Ounce, oz.</li> <li>4. Cup, C.</li> <li>5. Pint, pt.</li> <li>6. Quart, qt.</li> <li>7. Gallon, gal.</li> </ol> <p>C. Length</p> <ol style="list-style-type: none"> <li>1. Inch, in.</li> <li>2. Foot, Ft.</li> <li>3. Yard, yd.</li> <li>4. Mile, mi.</li> </ol> <p>Household measurements equivalents</p> <p>Calculating household measurement problems</p> <p>A. Larger to smaller units.</p> <p>B. Smaller to larger units.</p>	<p>Scales, standard teaspoon, tablespoon, ounce, cup, pint, quart, gallon, ruler and yardstick utilized by students to see relationships and practice measuring specific quantities as directed by teacher.</p> <p>Rank in order from smallest to largest units of weight, volume and length.</p> <p>Practice calculating household measurement problems in class and problems assigned for homework.</p> <p>Students divide into small groups with student strong in math in each group. Homework problems reviewed. Strong student helps to insure that each student in group understands problems.</p> <p>Additional problems assigned as homework.</p>	<p>Given a teacher made test, the student will list and abbreviate two units of weight in the household system of measurement.</p> <p>Given a teacher made test, the student will list and abbreviate the seven units of volume in the household system of measurement.</p> <p>Given a teacher made test, the student will list and abbreviate the four units of length in the household system of measurement.</p> <p>Given a teacher made test, the student will rank household measurements of weight, volume and length from small to larger units and from large to smaller units.</p> <p>Given a teacher made test, the student will state from memory selected household measurement equivalents.</p> <p>Given a teacher made test, the student will calculate household measurement problems.</p>	<p>Filmstrip: Trainex, "Household Measurement"</p> <p>Handout on household measurements basic units of volume, weight, and length with specific equivalents to be memorized by students.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Metric and Household Measurements

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>State from memory metric equivalents of household units of weight, volume, and length with 100% accuracy.</p> <p>Calculate problems converting from metric to household equivalents and vice versa with 80% accuracy.</p>	<p>Metric and household measurements.</p> <p>Relationship between household and metric equivalents.</p> <p>A. Weight</p> <ol style="list-style-type: none"> <li>1. ounce = 30 grams</li> <li>2. 2.2 pound = kilogram</li> </ol> <p>B. Volume</p> <ol style="list-style-type: none"> <li>1. Teaspoon = 5ml. (cc)</li> <li>2. Tablespoon = 15 ml (cc)</li> <li>3. Cup = 240 ml (cc)</li> <li>4. Pint = 500 ml (cc)</li> <li>5. Quart = 1000ml (cc)</li> <li>6. Gallon = 4000ml (cc)</li> </ol> <p>C. Length</p> <ol style="list-style-type: none"> <li>1. Inch = 2.54 cm</li> <li>2. .6 mi = km</li> </ol> <p>Convert metric units of measurement to household equivalent and vice versa.</p> <p>A. Relationship between units</p> <p>B. Large unit to smaller units</p> <p>C. Small to larger units.</p>	<p>Review handout.</p> <p>Crossword puzzle and word games on metric and household equivalents. Discuss in class.</p> <p>Demonstrate calculating problems. Problems assigned to calculate in class with teacher assistance.</p> <p>Problems assigned for homework.</p> <p>Students divided into small groups with strong student in math in each group. Students review problems assigned for homework. Strong student to help insure that all students in group understand problems.</p> <p>Additional problems assigned as homework.</p>	<p>Given teacher made test, the student will state from memory, metric equivalents of household units of weight, volume, and length.</p> <p>Given a teacher made test, the student will calculate problems converting from metric to household equivalents and vice versa.</p>	<p>Handout showing relationship between selected household and metric units of volume, weight, and measurement. Pictures used to show relationship and list of equivalents to be memorized. Step by step method showing how to work problems converting from one system to the other.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Safety and Accident Prevention

OBJECTIVES	UNIT OUTLINE INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Name and rank the four leading causes of death in the United States with 100% accuracy.</p> <p>Correctly state the number one cause of death among all persons aged 1 to 38.</p> <p>Correctly state the second leading cause of accidental death among preschoolers.</p> <p>State the second leading cause of accidental death among people 5 to 24 years old.</p> <p>List three reasons that motor vehicle accidents claim more lives of teenagers and young adults than any other age group.</p> <p>Name the site where most non-fatal accidents occur.</p> <p>Cite the number one cause of accidental death in the home.</p> <p>Write the three measures to be taken to prevent falls in the home.</p>	<p>Safety and Accident Prevention</p> <p>Leading cause of death in the United States</p> <p>A. Heart diseases B. Cancer C. Stroke D. Accidents</p> <p>Leading cause of death among all persons aged 1 to 38. Motor vehicle accidents</p> <p>Second leading causes of accidental death.</p> <p>A. 1 to 4 years fire B. 5 to 24 years drowning</p> <p>Reasons young adults and teenagers are more susceptible to vehicle accidents.</p> <p>A. Tend to speed B. Lack of driving skill C. Alcohol and drug usage D. Carelessness E. Cars in poor mechanical condition F. Several passengers in cars</p>	<p>Students attempt to list the four leading causes of death among all people in the U.S. prior to reading textbook. Answers listed on board and correct answer found in text.</p> <p>Students check newspaper daily for three days and record number of deaths from motor vehicle accidents and record ages of victims. Summary of findings discussed in class.</p> <p>Small group discussion to list some possible reasons teenagers and young adults are most susceptible to motor vehicle accidents.</p> <p>Students assigned to read Chapter 9 in text and given work sheet.</p> <p>Class discussion on home accidents, specifically falls, and measures taken to prevent falls in the home.</p> <p>Students review text reading and give examples of accidents resulting from human failure and an unsafe environment. Findings written on board and discussed.</p>	<p>Given a teacher made test, the student will name and rank the four leading causes of death in the U. S.</p> <p>Given a teacher made test, the student will state the number one cause of death among all persons aged 1 to 38.</p> <p>Given a teacher made test, the student will state the second leading cause of accidental death among preschoolers.</p> <p>Given a teacher made test, the student will state the second leading cause of accidental death among people 5 to 24 years old.</p> <p>Given a teacher made test, the student will list three reasons that motor vehicle accidents claim more lives of teenagers and young adults than any other age group.</p>	<p>Kimbrell, Grady and Vineyard, Ben S., <u>Succeeding in the World of Work</u>, McKnight Publishing Co., 1975 Chapter 9</p> <p>Statistics National Center for Health Statistics</p> <p>Speaker from local fire department</p> <p>Speaker from poison control center</p> <p>Handouts from fire department and poison control center</p> <p>Film: "Slips and Falls"</p> <p>List of vocabulary words</p> <p>Filmstrip: "How's Your Safety Profile?"</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT: Introduction to Health Careers

### Topic: Safety and Accident Prevention

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Group causes of all accidents into two categories and cite two examples of accidents under each category with 100% accuracy.</p> <p>Relate the purpose of OSHA in one's own words accurately.</p> <p>Give the primary purpose of the National Safety Council accurately.</p> <p>List three rules of safety to prevent accidents on the job.</p> <p>Correctly identify the most important aspect of accident prevention.</p> <p>Correctly list three safety measures to prevent motor vehicle accidents, fires, and drowning.</p> <p>Correctly identify and explain three ways accidents may cause financial loss.</p> <p>Demonstrate proper posture in sitting and standing position with 100% accuracy.</p>	<p>Where accidents occur</p> <p>A. More in home than on the job.</p> <p>B. Falls</p> <ol style="list-style-type: none"> <li>1. Most common cause of accidental death in home</li> <li>2. People over 75 most likely</li> <li>3. Measures to prevent falls</li> </ol> <p>Two causes of all accidents</p> <p>A. Human failure</p> <p>B. Unsafe environment</p> <p>Accident prevention methods</p> <p>A. Regulations and Controls Occupational Safety and Health Act OSHA</p> <p>B. Education</p> <ol style="list-style-type: none"> <li>1. National Safety Council</li> <li>2. Employer safety committee</li> </ol> <p>C. Individual awareness</p> <ol style="list-style-type: none"> <li>1. Most important</li> <li>2. Safety starts with individual</li> </ol> <p>Specific accident precautions</p> <p>A. Motor vehicle accidents</p> <p>B. Fires</p> <p>C. Drowning</p>	<p>Class discussion of OSHA and National Safety Council and safety committees. Possible rules and regulations to prevent accidents on the job are listed.</p> <p>Students relate situations and or newspaper accounts of auto accidents, fires, and drownings. Class discusses ways these specific types of accidents may have been prevented.</p> <p>Students given a hypothetical situation in which a father of three children has been injured seriously on the job. Loss of limb occurred; students list as many ways as possible that this accident caused financial loss.</p> <p>Students practice sitting and standing using proper posture.</p> <p>Class discussion on effects of poor posture.</p> <p>Students practice lifting objects from floor using proper body mechanics and moving a large object across floor.</p>	<p>Given a teacher made test, the student will name the site where most non-fatal accidents occur.</p> <p>Given a teacher made test, the student will cite the number one cause of accidental death in the home.</p> <p>Given a teacher made test, the student will write three measures to be taken to prevent falls in homes.</p> <p>Given a teacher made test, the student will group causes of all accidents into two categories and cite two examples of accidents under each category.</p> <p>Given a teacher made test, the student will relate the purpose of OSHA in his/her own words.</p> <p>Given a teacher made test, the student will give the primary purpose of the National Safety Council.</p>	<p>Filmstrip: Trainex "Hospital Safety Committee"</p> <p>Handouts: National Safety</p> <p>Transparencies to show proper posture in standing and sitting position.</p> <p>Transparencies to show proper body mechanics when lifting a heavy object off the floor and moving a heavy object across the floor.</p> <p>Filmstrip: Trainex "How to Work All Day Without Getting Hurt"</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Safety and Accident Prevention

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Correctly relate two ways poor posture can contribute to accidents.</p> <p>Give a definition of body mechanics using his/her own words.</p> <p>Demonstrate proper body mechanics used to lift an object from the floor with 90% accuracy.</p> <p>Demonstrate proper body mechanics for moving a large object across a floor with 90% accuracy.</p> <p>Accurately state two ways that poor body mechanics can contribute to accidents.</p> <p>Spell any words from vocabulary list with 80% accuracy.</p>	<p>Consequences of Accidents (cont'd)</p> <p>A. Loss of earning power</p> <p>B. Increased insurance rates</p> <p>1. Medical</p> <p>2. Vehicle</p> <p>C. Medical expenses</p> <p>D. Employer loss</p> <p>E. Property loss</p> <p>F. Dependency</p> <p>1. Personal</p> <p>2. Family</p> <p>G. Can't place cost on "injury" itself</p> <p>Posture and accident prevention</p> <p>A. Definition of good posture</p> <p>Proper positioning of body parts</p> <p>B. Proper posture</p> <p>1. Standing</p> <p>2. Sitting</p> <p>C. Effect of poor posture in relation to accidents</p> <p>1. Decreased lung capacity</p> <p>2. Body off balance</p> <p>3. Decreased blood circulation</p> <p>4. Decreased reaction time</p>	<p>Class discussion on effects of poor mechanics.</p> <p>Review worksheet in class.</p> <p>Spelling match.</p>	<p>Given a teacher made test, the student will list three rules of safety to prevent accidents on the job.</p> <p>Given a teacher made test, the student will identify the most important aspect of accident prevention.</p> <p>Given a teacher made test, the student will list three safety measures to prevent motor vehicle accidents, fires and drowning.</p> <p>Given a teacher made test, the student will identify and explain three ways accidents may cause financial loss.</p> <p>Based upon teacher observation, the student will demonstrate proper posture in sitting and standing positions.</p> <p>Given a teacher made test, the student will relate two ways poor posture can contribute to accidents.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Identify and explain four components in the World Health Organization definition of health with 100% accuracy.</p> <p>Give two examples to show an interdependent relationship between mind and body.</p> <p>Spell any words from vocabulary list with 80% accuracy.</p> <p>List three reasons good health habits should be practiced with 100% accuracy.</p> <p>Correctly give two reasons for good grooming habits.</p> <p>Carefully list two practices to promote good skin care.</p> <p>List two practices of good hair care accurately.</p> <p>Accurately list two practices of grooming in relation to clothing.</p> <p>Explain in his/her own words the process of menstruation with 80% accuracy.</p>	<p>Health</p> <p>A. Definition World Health Organization definition of health</p> <p>B. Physical health Definition (body functioning at best)</p> <p>C. Mental health Definition (ability to cope with life without abnormal reactions)</p> <p>D. Interdependency of mind and body</p> <p>Good health habits</p> <p>A. Definition of habit</p> <ol style="list-style-type: none"> <li>any type of repetitious behavior</li> <li>may be positive or negative</li> </ol> <p>B. Reasons to practice good health habits</p> <ol style="list-style-type: none"> <li>Energy and stamina</li> <li>Sets examples for others</li> <li>Helps to give sense of well-being</li> <li>Helps to make good impression</li> <li>Sense of well-being</li> <li>Prevent illness</li> </ol>	<p>Worksheet on health and grooming given to students.</p> <p>Students anonymously write a definition of their idea of health. These definitions are read in class followed by defining World Health Organization's definition of health.</p> <p>Class discussion on World Health Organization's definition of health.</p> <p>Class gives several situations that show how mind and body are interdependent.</p> <p>Students practice saying words on vocabulary list after properly pronounced.</p> <p>Spelling exercise.</p> <p>Students give examples of habits.</p> <p>Students given health appraisal guide to evaluate own health habits. Ten statements relevant to good health habits to be ranked on a scale of 1 to 10. Discussion follows.</p>	<p>Given a teacher made test, the student will identify and explain the four components in the World Health Organization definition of health.</p> <p>Given a teacher made test, the student will give two examples to show an interdependent relationship between mind and body.</p> <p>Given a teacher made test, the student will spell words from vocabulary list.</p> <p>Given a teacher made test, the students will list three reasons good health habits should be practiced.</p> <p>Given a teacher made test, the student will give two practices to formulate good hair care.</p> <p>Given a teacher made test, the student will list two practices of grooming in relation to clothing.</p>	<p>Hasler, Doris and Hasler, Norman B., <u>Personal Home and Community Health</u>, McMillan Co., New York, 1967.</p> <p>Vocabulary list with words selected from content of topic.</p> <p>Film: "Blahs, Blues and Better Days Ahead"</p> <p>Film: "Personal Appearance"</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health and Grooming

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List one reason feminine hygiene is particularly important during menstruation.</p> <p>Give one way in which proper posture and body mechanics promote health.</p> <p>List three of four purposes of food.</p> <p>Name the basic four food groups and specify suggested daily requirements with an 80% accuracy.</p> <p>Correctly list two common food related health hazards.</p> <p>Correctly distinguish between sleep and rest.</p> <p>Cite accurately three reasons rest and sleep are important to health.</p> <p>List three symptoms of fatigue and two ways to help combat it.</p> <p>List three factors that tend to cause insomnia and two measures to help combat it.</p>	<p>Grooming</p> <p>A. Habit that radiates health</p> <ol style="list-style-type: none"> <li>1. Importance of health career workers</li> <li>2. Reflects how one feels about one's self.</li> </ol> <p>B. Skin care</p> <ol style="list-style-type: none"> <li>1. Bathing</li> <li>2. Perspiration</li> <li>3. Cosmetic use</li> <li>4. Care of hands and nails</li> </ol> <p>C. Hair care</p> <ol style="list-style-type: none"> <li>1. General care and neatness</li> <li>2. Special problems</li> <li>3. Styles</li> </ol> <p>D. Clothing</p> <ol style="list-style-type: none"> <li>1. Selection and care</li> <li>2. Uniforms</li> </ol> <p>E. Feminine hygiene</p> <p>Menstruation</p> <p>Process</p> <p>Hygienic measures</p> <p>Activities</p> <p>Health habits</p> <p>A. Posture and body mechanics (See topic in this unit and Basic Skills unit)</p>	<p>Students discuss importance of good grooming in general and particularly in relation to the health care worker.</p> <p>Students make a poster which reflects good grooming.</p> <p>Class discussion on menstruation. Chart used to show anatomy and physiology.</p> <p>Class review of posture and body mechanics.</p>	<p>Given a teacher made test, the student will list three reasons good health habits should be practiced.</p> <p>Given a teacher made test, the student will give two reasons for practicing good grooming habits.</p> <p>Given a teacher made test, the student will list two practices to promote good skin care.</p> <p>Given a teacher made test, the student will list two practices of hair care.</p> <p>Given a teacher made test, the student will list two practices of grooming in relation to clothing.</p> <p>Given a teacher made test, the student will explain in his/her own words the process of menstruation.</p> <p>Given a teacher made test, the student will list one reason feminine hygiene is particularly important during menstruation.</p>	<p>Film: "Personal Appearance"</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health and Grooming

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>B. Food habits (see nutrition unit)</p> <ol style="list-style-type: none"> <li>Purposes of food               <ol style="list-style-type: none"> <li>Energy</li> <li>Build and repair tissue</li> <li>Regulates body processes</li> <li>Aids in elimination</li> </ol> </li> <li>Basic four               <ol style="list-style-type: none"> <li>Groups</li> <li>Daily requirements</li> </ol> </li> <li>Hazardous habits               <ol style="list-style-type: none"> <li>Lack of breakfast</li> <li>Overeating, obesity</li> <li>Undereating, malnutrition</li> <li>Crash diets</li> </ol> </li> </ol> <p>C. Sleep and rest</p> <ol style="list-style-type: none"> <li>Importance of rest               <ol style="list-style-type: none"> <li>Mental and physical alertness</li> <li>Provides energy</li> <li>Prevents fatigue</li> </ol> </li> <li>Fatigue               <ol style="list-style-type: none"> <li>Definition</li> <li>Effect on body</li> <li>Ways to prevent</li> </ol> </li> <li>Importance of sleep               <ol style="list-style-type: none"> <li>Provides rest for nervous system</li> <li>Body processes able to slow down</li> </ol> </li> </ol>	<p>Students record food intake for 24 hours and compare it to the basic four food requirements. Chart used in class to show basic four.</p> <p>Class discussion of common food related health hazards.</p> <p>Class discussion to distinguish between sleep and rest.</p> <p>Students discuss how they feel when they are fatigued and measures they take to combat it.</p> <p>Students discuss reasons for insomnia and measures they have taken to relieve it.</p>	<p>Given a teacher made test, the student will list three of four purposes of food.</p> <p>Given a teacher made test, the student will name the basic four groups and specify suggested daily requirements.</p> <p>Given a teacher made test, the student will list two common foods related to health hazards.</p> <p>Given a teacher made test, the student will distinguish between sleep and rest.</p> <p>Given a teacher made test, the student will cite three reasons rest and sleep are important to health.</p> <p>Given a teacher made test, the student will list three symptoms of fatigue and two ways to help combat it.</p>	<p>Handouts on basic four food groups.</p> <p>Charts to show basic four food groups.</p> <p><u>Personal, Home and Community Health</u></p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health and Grooming

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Cite three benefits of exercise.</p> <p>Cite two benefits of recreation.</p> <p>Give a definition of elimination using one's own words with 80% accuracy.</p> <p>Label mouth, esophagus, stomach, small intestine, large intestine, rectum, and anus on a diagram with 90% accuracy.</p> <p>Correctly explain why regularity does not have the same meaning for all people.</p> <p>Define constipation and give two preventive measures for it accurately.</p>	<p>Sleep and rest (cont'd)</p> <p>3. c. Mental and physical alertness.</p> <p>d. Combats fatigue.</p> <p>4. Amount of sleep.</p> <p>5. Insomnia</p> <p>a. Definition</p> <p>b. Possible causes</p> <p>c. Ways to combat</p> <p>D. Exercise and recreation</p> <p>1. Reasons for exercise</p> <p>a. Muscle tone</p> <p>b. Posture</p> <p>c. Weight loss</p> <p>d. General sense of well being</p> <p>e. Strength</p> <p>2. Exercise</p> <p>a. Moderation</p> <p>b. Enjoyable</p> <p>c. Types</p> <p>E. Elimination</p> <p>1. Definition</p> <p>2. Brief overview of anatomy</p> <p>3. Regularity</p> <p>4. Constipation</p> <p>a. Definition</p> <p>b. Preventive measures</p> <p>5. Diarrhea</p> <p>a. Definition</p> <p>b. Preventive measures</p> <p>6. Dangers of laxatives</p>	<p>Students discuss the types of exercise in which they participate.</p> <p>Discussion of benefits of recreation and favorite types of recreation.</p> <p>Students learn major parts of digestive system and trace food from mouth to anus. Mannequin and diagram used.</p>	<p>Given a teacher made test, the student will cite three benefits of exercise.</p> <p>Given a teacher made test, the student will cite two benefits of recreation.</p> <p>Given a teacher made test, the student will give a definition of elimination using one's own words.</p> <p>Given a diagram of the digestive tract, the student will label the mouth, esophagus, stomach, small intestine, large intestine, rectum and anus with 90% accuracy.</p> <p>Given a teacher made test, the student will explain why regularity does not have the same meaning for all people.</p> <p>Given a teacher made test, the student will define constipation and give two preventive measures for it.</p> <p>Given a teacher made test, the student will define diarrhea and two preventive measures for it.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health and Grooming

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Define diarrhea and give two preventive measures for it accurately.</p> <p>Cite the dangers of excessive laxative use.</p> <p>Give two reasons for practicing dental health habits.</p>	<p>F. Care of teeth</p> <ol style="list-style-type: none"> <li>1. Importance of dental hygiene               <ol style="list-style-type: none"> <li>a. Prevent illness</li> <li>b. Prevent bad breath (halitosis)</li> <li>c. Appearance</li> </ol> </li> <li>2. Good dental health               <ol style="list-style-type: none"> <li>a. Diet</li> <li>b. Brushing</li> <li>c. Fluoridation</li> <li>d. Dental visits</li> </ol> </li> </ol>	<p>Students discuss dental health habits and evaluate their own dental practices in relation to suggested dental health habits.</p> <p>Complete worksheet and review in class.</p>	<p>Given a teacher made test, the student will cite two dangers of excess laxative use.</p> <p>Given a teacher made test, the student will give two reasons for practicing dental health habits.</p>	<p>Handouts from American Dental Association</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: World of Work

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List the three major reasons people work with 100% accuracy.</p> <p>Correctly cite one reason it is important to set realistic career goals.</p> <p>Give three factors to be assessed when setting realistic career goals.</p> <p>List three benefits of part-time jobs or volunteer work experience.</p> <p>Cite three sources of job vacancies.</p> <p>Explain the primary difference in public and private employment agencies.</p> <p>List three questions that should be answered before accepting a job.</p> <p>Complete a job application form with 90% accuracy.</p> <p>Write a letter of application with 90% accuracy.</p> <p>State the primary purpose of a letter of application.</p>	<p>Major reasons people work</p> <p>A. Economic</p> <p>B. Social</p> <p>C. Psychological</p> <p>Setting realistic career goals</p> <p>A. Values</p> <p>B. Interests</p> <p>C. Abilities</p> <p>D. Personality</p> <p>Benefits of part-time jobs and volunteer work</p> <p>A. Develop work attitudes</p> <p>B. Managing money</p> <p>C. Responsibility</p> <p>D. Allows "testing" of field</p> <p>E. References</p> <p>Sources of job vacancies</p> <p>A. School placement offices</p> <p>B. Family and friends</p> <p>C. Employment agencies</p> <p>1. Public</p> <p>2. Private</p> <p>D. Newspaper ads</p> <p>E. Direct calling</p> <p>Evaluating a job</p> <p>A. Does it suit you?</p> <p>B. Fit your abilities?</p> <p>C. Fit your personality?</p> <p>D. Reasonable pay?</p> <p>E. Good working conditions?</p> <p>F. Advancement opportunities?</p>	<p>Class discussion and reasons people work and setting realistic career goals.</p> <p>Students given list of values and asked to rank their importance on a scale of 1 to 10.</p> <p>Students given value appraisal test assessing values they ranked - comparison of results follow. Purpose and meaning discussed.</p> <p>Students with part-time jobs or volunteer work relate the benefits to the class.</p> <p>Students who have or have had jobs relate how they heard about the vacancy.</p> <p>Students are asked to list factors that they would consider before accepting a job. Class discussion follows, and class discusses how their questions about a job could be answered.</p> <p>Students given basic application and fills it out in class as proper method is discussed. (Provide 2 or 3 forms per student.)</p>	<p>Given a teacher made test, the student will list three major reasons people work.</p> <p>Given a teacher made test, the student will cite one reason it is important to set realistic career goals.</p> <p>Given a teacher made test, the student will give three factors to be assessed when setting realistic career goals.</p> <p>Given a teacher made test, the student will list three benefits of part-time jobs or volunteer work experience.</p> <p>Given a teacher made test, the student will cite three sources of job vacancies.</p> <p>Given a teacher made test, the student will explain the primary difference in public and private employment agencies.</p>	<p><u>Succeeding in the World of Work</u></p> <p>Film: "Guess I Got The Job"</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: World of Work

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Cite the purpose of the first sentence of first paragraph in letter of application.</p> <p>Cite the two purposes of the last paragraph of a letter of application.</p> <p>Write a resume with 90% accuracy.</p> <p>State the purpose of a resume.</p> <p>State why more than one copy of a resume should be made.</p> <p>List three purposes of a job interview.</p> <p>List three items to take with you for a job interview.</p> <p>Explain the importance of appearance for an interview.</p> <p>State the proper time to arrive for an interview.</p>	<p>Job application</p> <p>A. Purpose</p> <p>B. Structure</p> <ol style="list-style-type: none"> <li>1. First sentence of first paragraph</li> <li>2. Second paragraph</li> <li>3. Third paragraph</li> <li>4. Style</li> <li>5. Grammar, spelling, punctuation</li> </ol> <p>Resume</p> <p>A. Purpose</p> <p>B. Content</p> <p>C. Structure</p> <p>D. Rules</p> <p>E. Punctuation, grammar, spelling</p> <p>Job Interview</p> <p>A. Purpose</p> <ol style="list-style-type: none"> <li>1. Attitude</li> <li>2. Appearance</li> <li>3. Educational work experience</li> <li>4. Future career plans</li> </ol> <p>B. The interview</p> <ol style="list-style-type: none"> <li>1. Have pen and social security card</li> <li>2. Work permit, if required</li> <li>3. Take resume</li> </ol>	<p>Discuss purpose and structure of letter of application. Students are asked to cut out newspaper ad for health career job in which they are most interested. Student writes a "mock" letter of application for this position and is assigned to turn in letter for evaluation.</p> <p>Discuss purpose and structure of resume. Mock resume written on board to show structure, form and content. Show students examples of resumes. Students are to write a "mock" resume to accompany letter of application in relation to classified ad. Student practices and turns a resume in for evaluation.</p> <p>Discuss the purpose of the interview from both employer and applicant's standpoint.</p> <p>Students discuss the reasons why it is important to follow each of the rules and the implications of each if not followed.</p>	<p>Given instructions in class, the student will fill out a job application form.</p> <p>Given instruction in class, the student will write a letter of application.</p> <p>Given a teacher made test, the student will state the primary purpose of a letter of application.</p> <p>Given a teacher made test, the student will state the primary purpose of a letter of application.</p> <p>Given a teacher made test, the student will cite the purpose of the first sentence of first paragraph of letter of application.</p> <p>Given a teacher made test, the student will cite the two purposes of the last paragraph of a letter of application.</p>	<p>Film: "That Job Interview"</p>



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: World of Work

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Explain accurately the action to take in relation to introduction, handshakes, seating and leaving an interview.</p> <p>Explain two reasons a specific salary should not be mentioned in relation to salary expectations.</p> <p>Explain why a specific job title should be mentioned in relation to the type of work desired.</p> <p>List three reasons people resign from positions.</p> <p>Cite three factors to be considered before resigning from a job.</p> <p>State two purposes of a resignation.</p>	<p>C. Rules</p> <ol style="list-style-type: none"> <li>1. Go alone</li> <li>2. Appearance</li> <li>3. Arrival time</li> <li>4. Introduction</li> <li>5. Handshake</li> <li>6. Seating</li> <li>7. Leaving</li> </ol> <p>D. Questions to expect</p> <ol style="list-style-type: none"> <li>1. Why you wish the job?</li> <li>2. Plans for future?</li> <li>3. Permanent or temporary?</li> <li>4. Work you like to do?</li> <li>5. Salary expected?</li> </ol> <p>Resignations</p> <p>A. Reasons for resigning</p> <ol style="list-style-type: none"> <li>1. Moving from area</li> <li>2. Better opportunities elsewhere</li> <li>3. Illness</li> <li>4. Unhappy</li> <li>5. Choose not to work</li> <li>6. Personal problems</li> </ol> <p>B. Considerations before resigning.</p> <ol style="list-style-type: none"> <li>1. No perfect job</li> <li>2. Loss of seniority and benefits</li> <li>3. Takes six months to one year to learn new job</li> <li>4. Discuss with supervisor.</li> <li>5. Leave with good feeling</li> <li>6. Adequate notice</li> </ol>	<p>Role play job interview with students as applicants and teacher as employer. Class critiques the interviews and discussion follows.</p> <p>Students discuss reasons for resignations.</p> <p>Textbook assignment.</p> <p>Students discuss considerations before resigning from a job and the importance of leaving with a good feeling.</p> <p>Discuss resignation forms and letters. Show sample of letter of resignation.</p> <p>Textbook assignment.</p>	<p>Given instructions and practice in class, the student will write a resume.</p> <p>Given a teacher made test, the student will state the purpose of a resume.</p> <p>Given a teacher made test, the student will state why more than one copy of a resume should be made.</p> <p>Given a teacher made test, the student will list three purposes of a job interview.</p> <p>Given a teacher made test, the student will list three items to take for a job interview.</p> <p>Given a teacher made test, the student will explain the importance of appearance for an interview.</p> <p>Given a teacher made test, the student will state the proper time to arrive for an interview.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: World of Work

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
			<p>Given a teacher made test, the student will explain the action to be taken in relation to introductions, handshakes, seating, and leaving an interview.</p> <p>Given a teacher made test, the student will explain two reasons a specific salary should not be mentioned in relation to salary expectations.</p> <p>Given a teacher made test, the student will explain why a specific job title should be mentioned in relation to type of work desired.</p> <p>Given a teacher made test, the student will list three reasons people resign from positions.</p> <p>Given a teacher made test, the student will cite three factors to be considered before resigning from a job.</p> <p>Given a teacher made test, the student will state two purposes of a resignation?</p>	<p>Text: .  Ross, Carmen F., <u>Personal and Vocational Relationships in Practical Nursing</u>, J. B. Lippencott, New York, 1975.</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health Careers and the Law

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Correctly define law in his/her own words.</p> <p>Accurately explain the purpose of law.</p> <p>Cite two of three reasons for law changes with 100% accuracy.</p> <p>Name and identify the basic function of the three branches of federal government with 90% accuracy.</p> <p>Explain the purpose of the three branches of the federal government with 100% accuracy.</p> <p>Name and distinguish between the two sources of law accurately.</p> <p>Accurately name and distinguish between the two classifications of law.</p> <p>Define contract in his/her own words accurately.</p> <p>List three of five criteria essential for a valid contract with 100% accuracy.</p>	<p>Law</p> <p>A. Definition Rules governing a society</p> <p>B. Purpose Makes it easier for people to live harmoniously</p> <p>C. Changes 1. Man made and people change 2. Society's needs change 3. Attitudes and mores 4. Complex culture</p> <p>Three branches of government</p> <p>A. Executive Can veto legislation</p> <p>B. Legislative Law making</p> <p>C. Judicial Power of veto</p> <p>D. Purpose of three branches of government</p> <p>Sources of law</p> <p>A. Statutory Laws formed by legislative bodies</p> <p>B. Common Unwritten based on conduct interpreted in court.</p>	<p>Students attempt to define and give the purpose of law anonymously. Papers read in class.</p> <p>Discussion of definition and purposes of law. Students imagine a society without law and discuss the effects.</p> <p>Discussion of reasons why laws change.</p> <p>Students start worksheet assignments on topic.</p> <p>Students assigned to research three branches of federal government and write basic function of each. Class discussion on findings.</p> <p>Discussion of purpose of three branches of federal government.</p> <p>Discuss sources of law. Examples of statutory law cited in class. Discuss common law.</p> <p>Discuss contracts and students tell of contracts, tell of situations in which contracts are involved.</p>	<p>Given a teacher made test, the student will define law in his/her own words.</p> <p>Given a teacher made test, the student will explain the purpose of the three branches of the federal government.</p> <p>Given a teacher made test, the student will name and distinguish between the two sources of law.</p> <p>Given a teacher made test, the student will name and distinguish between the two classifications of law.</p> <p>Given a teacher made test, the student will define contract in his/her own words.</p> <p>Given a teacher made test, the student will list three of five criteria essential for a valid contract.</p> <p>Given a teacher made test, the student will explain the term breach of contract.</p>	<p>Texts: Hemelt, Mary Dolores and Hackert Mary Ellen, <u>Dynamics of Law In Nursing and Health Care</u>, Reston Publishing Co., Reston, Va., 1978</p> <p><u>Succeeding in the World of Work</u></p> <p><u>Personal and Vocational Relationships in Practical Nursing</u></p> <p>Vocabulary list with terms related to law.</p> <p>Film on law system in the U.S.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health Careers and the Law

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Explain the term breach of contract accurately.</p> <p>Correctly give an example of a breach of contract involving a health team member.</p> <p>Distinguish between the terms "tort" and "crime" accurately.</p> <p>Distinguish between negligence and malpractice accurately.</p> <p>Cite an example of omission and commission.</p> <p>Cite two examples of malpractice in the health field.</p>	<p>Crime and Tort</p> <p>A. Crime</p> <p>Definition--wrongful act committed against another but also the whole of society.</p> <p>B. Tort</p> <p>Definition--wrongful act committed against another</p> <p>Negligence and Malpractice</p> <p>A. Negligence</p> <p>Definition--failure to do what a person with reasonable judgement would do.</p> <p>B. Malpractice</p> <ol style="list-style-type: none"> <li>1. Definition--negligent act of persons who have specialized professional education</li> <li>2. Omission</li> <li>3. Commission</li> <li>4. Examples of malpractice in health field</li> </ol>	<p>Discuss term "breach of contract" and example of such.</p> <p>Discussion and example of breach of contract involving health team members.</p> <p>Discuss the difference in negligence and malpractice.</p> <p>Give examples of negligence and malpractice. Students give examples of possible malpractice or negligent acts that they have heard or read about.</p> <p>Students divide into groups and discuss hypothetical situations involving negligence and malpractice.</p>	<p>Given a teacher made test, the student will give an example of a breach of contract involving a health team member.</p> <p>Given a teacher made test, the student will distinguish between negligence and malpractice.</p> <p>Given a teacher made test, the student will cite an example of omission and commission.</p> <p>Given a teacher made test, the student will cite two examples of malpractice acts in the health field.</p>	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health Careers and the Law

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Explain two purposes of patient consent forms accurately.</p> <p>List criteria for legal consent forms accurately.</p> <p>Define wills in his/her own words accurately.</p> <p>Explain the phrase "invasion of privacy" accurately.</p> <p>Give an example in which a patient's privacy is invaded.</p> <p>Distinguish between slander and libel accurately.</p> <p>Explain privileged information in his/her own words accurately.</p>	<p>Patient consent forms</p> <p>A. Purpose</p> <ol style="list-style-type: none"> <li>1. Protect patient</li> <li>2. Protect hospital</li> <li>3. Protect doctor and health team members</li> </ol> <p>B. Implications for health team members</p> <p>C. Criteria for legal consent forms</p> <p>Wills</p> <p>A. Definition</p> <p>B. Implications</p> <ol style="list-style-type: none"> <li>1. Validity</li> <li>2. Witness</li> <li>3. Recording</li> </ol> <p>Personal infringements</p> <p>A. Invasion of privacy</p> <ol style="list-style-type: none"> <li>1. Meaning</li> <li>2. Examples <ol style="list-style-type: none"> <li>a. Release of information</li> <li>b. Photographs</li> </ol> </li> </ol> <p>B. Defamation</p> <ol style="list-style-type: none"> <li>1. Slander</li> <li>2. Libel</li> </ol> <p>C. Implications for health workers</p> <ol style="list-style-type: none"> <li>1. Privileged information</li> <li>2. Chart <ol style="list-style-type: none"> <li>a. Legal document</li> <li>b. Purpose</li> </ol> </li> </ol>	<p>Discuss the purposes of patient consent forms. Show students examples of consent forms.</p> <p>Discuss minors in relation to consent forms.</p> <p>Discussion of wills and health team members responsibility in relation to wills.</p> <p>Discussion of situation involving invasion of privacy, slander, and libel.</p> <p>Discussion of privileged information.</p> <p>Discuss legal purposes of chart and importance of accurate record keeping.</p>	<p>Given a teacher made test, the student will explain two purposes of patient consent forms.</p> <p>Given a teacher made test, the student will list two criteria for legal consent forms.</p> <p>Given a teacher made test, the student will define wills in his/her own words.</p> <p>Given a teacher made test, the student will explain the phrase "invasion of privacy."</p> <p>Given a teacher made test, the student will give an example in which a patient's privacy is invaded.</p> <p>Given a teacher made test, the student will distinguish between slander and libel.</p> <p>Given a teacher made test, the student will explain privileged information in his/her own words.</p>	<p>City ordinance relative to informed consent.</p> <p>Show sample of a chart.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health Careers and the Law

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Accurately list legal purposes of the chart.</p> <p>Accurately explain the purpose of licensing health professions and state the licensing agency.</p> <p>Cite two conditions necessary for licensure with 100% accuracy.</p> <p>Name two professions that require license to practice</p> <p>Cite two conditions that may result in revoking license.</p> <p>Accurately explain the purpose of certification and state the certifying agency.</p> <p>Cite the two conditions necessary for certification with 100% accuracy.</p>	<p>Licensure</p> <p>A. Purpose</p> <p>B. Licensing agencies</p> <p>C. Criteria for licensing</p> <ol style="list-style-type: none"> <li>1. Approved educational program</li> <li>2. Examination</li> </ol> <p>D. Professions requiring license</p> <ol style="list-style-type: none"> <li>1. Nursing</li> <li>2. Medicine</li> <li>3. Pharmacy</li> <li>4. Dentist</li> <li>5. Physical therapy</li> </ol> <p>E. Reasons for revoking license</p> <ol style="list-style-type: none"> <li>1. Incompetency</li> <li>2. Intemperance</li> <li>3. Drug addiction</li> <li>4. Immoral conduct</li> </ol> <p>Certification</p> <p>A. Purpose</p> <p>B. Certifying agencies</p> <p>C. Criteria for certification</p> <ol style="list-style-type: none"> <li>1. Approved educational program</li> <li>2. Examination</li> </ol> <p>D. Professions requiring certification</p> <ol style="list-style-type: none"> <li>1. Medical laboratory technologist</li> <li>2. X-ray technician</li> <li>3. Respiratory therapist</li> </ol> <p>E. Reasons for revoking certification</p>	<p>Discuss license and criteria for license.</p> <p>Show students a copy of a license.</p> <p>Discussion of conditions that may result in revoking license.</p> <p>Discuss certification and criteria for certification.</p>	<p>Given a teacher made test, the student will list two legal purposes of the chart.</p> <p>Given a teacher made test, the student will accurately explain the purpose of licensing health professionals and state the licensing agency</p> <p>Given a teacher made test, the student will cite the two conditions necessary for licensure.</p> <p>Given a teacher made test, the student will name two professions that require license to practice.</p> <p>Given a teacher made test, the student will cite two conditions that may result in revoking license.</p> <p>Given a teacher made test, the student will accurately explain the purpose of certification and state the certifying agency.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health Careers and the Law

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Name two professions that require certification to practice.</p> <p>Cite two conditions that may result in revoking certification.</p> <p>Accurately explain the meaning of registration.</p> <p>Correctly name the registering/certifying bodies for health occupations.</p> <p>Name two registered health professions.</p> <p>Correctly explain why health professionals should have liability insurance.</p> <p>Cite one source of liability insurance.</p> <p>Spell any words from vocabulary list with 80% accuracy.</p>	<p>Registration</p> <ol style="list-style-type: none"> <li>Definition</li> <li>Purpose</li> <li>Standards</li> <li>Professions that are registered               <ol style="list-style-type: none"> <li>Nursing</li> <li>Physical therapy</li> <li>Respiratory therapy</li> <li>Pharmacist</li> <li>Dietician</li> <li>Medical laboratory technologists</li> </ol> </li> </ol> <p>Professional liability insurance</p> <ol style="list-style-type: none"> <li>Purpose</li> <li>Financial coverage               <ol style="list-style-type: none"> <li>Claims</li> <li>Legal counsel</li> </ol> </li> <li>Sources</li> </ol>	<p>Discuss the meaning and purpose of registration and implications if registration were not required.</p> <p>Discussion of liability insurance. Review situations in which health professionals were sued and liability insurance covered claims and legal counsel.</p>	<p>Given a teacher made test, the student will cite the two conditions necessary for certification.</p> <p>Given a teacher made test, the student will name two professions that require certification to practice.</p> <p>Given a teacher made test, the student will cite two conditions that may result in revoking certification.</p> <p>Given a teacher made test, the student will accurately explain the meaning of registration.</p> <p>Given a teacher made test, the student will accurately explain the purpose of registration.</p> <p>Given a teacher made test, the student will correctly name the registering/certifying bodies for health occupations.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Health Careers

Topic: Health Careers and the Law

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
			<p>Given a teacher made test, the student will name two registered health professions.</p> <p>Given a teacher made test, the student will correctly explain why health professionals should have liability insurance.</p> <p>Given a teacher made test, the student will cite two purposes of liability insurance.</p> <p>Given a teacher made test, the student will cite one source of liability insurance.</p> <p>Given a teacher made test, the student will spell words from vocabulary list.</p>	

## UNIT II: MEDICAL TERMINOLOGY

**DESCRIPTION:** This unit of instruction is designed to help the student develop a basic understanding and acquire a working knowledge of the specialized language of medicine and the medical sciences.

The unit is composed of the more commonly used hospital abbreviations and word elements relating to body systems and disorders, diseases and diagnoses, surgical procedures, and a list of the medical specialties and their meanings.

**GOAL:** Upon completion of this unit, the student will be able to identify, pronounce, spell, define, and utilize the more commonly used medical abbreviations and terminology. The student will also be able to use a medical dictionary.

**TIME:** 60 hours

## MEDICAL TERMINOLOGY

### Table of Contents

#### ABBREVIATIONS

- Departmental.
- Time
- Measurements
- Anatomical
- Diagnostic Tests
- Conditions and Diseases
- Other

#### WORD ELEMENTS

- Prefixes
- Suffixes
- Roots

#### LATIN AND GREEK ROOT WORDS REFERRING TO BODY SYSTEMS

- Anatomical Postures
- Planes and Directions of References
- Integumentary System
- Musculoskeletal System
- Respiratory System
- Circulatory System
- Digestive System
- Nervous System
- Endocrine System
- Urinary System
- Reproductive System

#### TERMS RELATING TO DISEASES AND DIAGNOSES

- Word Element - Path
- Word Element - Itis
- Other Terms Relating to Subject

#### TERMS RELATING TO SURGICAL PROCEDURES

- Word Elements - Suffixes

#### TERMS RELATING TO MEDICAL SPECIALTIES

- Name of Specialty
- Physician's Title
- Description of Specialty



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE MEDICAL TERMINOLOGY

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Upon completion of this topic, the student shall with 70% degree of accuracy, be able to:</p> <p>Recognize and define the common medical abbreviations:</p> <p>Demonstrate the correct usage of appropriate abbreviations in an assimilated charting exercise.</p>	<p>Abbreviations</p> <p>Departmental</p> <p>Time</p> <p>Measurements</p> <p>Anatomical</p> <p>Diagnostic Tests</p> <p>Conditions and Diseases</p> <p>Other</p>	<p>Instructor:</p> <ol style="list-style-type: none"> <li>1. Provide objective sheet.</li> <li>2. Discuss objective sheet.</li> <li>3. Hand out information sheet.</li> <li>4. Explain abbreviations outlined on information sheet.</li> <li>5. Distribute and discuss assignment sheets.</li> <li>6. Give and evaluate test.</li> </ol> <p>Student:</p> <ol style="list-style-type: none"> <li>1. Read and discuss objective sheet.</li> <li>2. Read and discuss material contained on information sheet.</li> <li>3. Recite abbreviations and meanings aloud in the presence of the teacher in order to achieve correct pronunciation.</li> <li>4. Complete assignment sheets.</li> <li>5. Take test.</li> </ol>	<p>On a teacher made test, of 100 of the more common medical abbreviations and their meanings, the student will be able to match the abbreviations to the correct meaning.</p> <p>Given information for an assimilated charting exercise, the student will rewrite the information using the appropriate abbreviations.</p>	<p>References:</p> <p>Hospital Research and Educational Trust; <u>Being a Nursing Aide</u>; 2nd edition, Robert J. Brady Co., 1978</p> <p>Caldwell, Esther, and Barbara Hegner; <u>The Health Assistant</u>; 2nd edition, Delmar Publishers, 1979</p> <p>The Charles Press <u>Handbook of Current Medical Abbreviations</u>; 1976</p> <p><u>Tober's Cyclopedic Medical Dictionary</u>; F. A. Davis Co.; Philadelphia; 13th edition; 1979</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Medical Terminology

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Upon completion of this topic, the student shall, with 70% degree of accuracy, be able to:</p> <p>Define the terms prefix, suffix, and root.</p> <p>Recognize word elements (prefixes, roots, and suffixes) and their meanings.</p>	<p>Word Elements</p> <p><b>Prefix</b> Definition - a word element combined with the root. It changes or adds to the meaning of the words. A prefix is always added to the beginning of a root.</p> <p><b>Suffix</b> Definition - a word element used to change or add to the meaning of a root. It is always added to the end of a root.</p>	<p><b>Instructor:</b></p> <ol style="list-style-type: none"> <li>1. Provide objective sheet.</li> <li>2. Discuss objectives.</li> <li>3. Hand out information sheet.</li> <li>4. Explain prefixes, suffixes, and root words as outlined on information sheet.</li> <li>5. Divide the class into teams to compete in combining word elements in a given amount of time.</li> <li>6. Give and evaluate test.</li> </ol> <p><b>Student:</b></p> <ol style="list-style-type: none"> <li>1. Read and discuss objective sheet.</li> <li>2. Read and discuss material contained on information sheet.</li> <li>3. Pronounce aloud each word element and its meaning.</li> <li>4. Take test.</li> </ol>	<p><b>Prefixes -</b> Given a list of ten of the more common prefixes used in constructing medical terms, the student will be able to define the meaning of each prefix and list at least three medical terms which incorporate the prefix in their structure. Example: dys - painful or difficult (dysmenorrhea, dyspnea, dysuria).</p> <p><b>Suffixes</b> Given a list of ten of the more common suffixes used in constructing medical terms, the student will be able to define the meaning of each suffix and list at least three medical terms which incorporate the suffix in their structure. Example: ology - study of (cytology, dermatology, myology).</p>	<p><b>References:</b></p> <p>Hospital Research and Education Trust; <u>Being a Nursing Aide</u>; 2nd edition, Robert J. Brady Co., 1978.</p> <p>Caldwell, Esther, and Barbara Hegner; <u>The Health Assistant</u>; 2nd edition, Delmar Publishers, 1979.</p> <p>The Charles Press <u>Handbook of Current Medical Abbreviations</u>; 1976.</p> <p>Tober's <u>Cyclopedic Medical Dictionary</u>; F. A. Davis Co.; Philadelphia; 13th edition; 1979.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Medical Terminology

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Divide words into their elements.	<p>Roots</p> <p>Definition - the body or main part of the word. It denotes the primary meaning of the word as a whole.</p>		<p>Roots -</p> <p>Given a list of ten of the more common <u>roots</u> used in constructing medical terms, the student will be able to define the <u>roots</u> and combine them with at least one prefix and one suffix to form a meaningful medical term and accurately define the resulting compound.</p> <p>Example: cardi - referring to the heart;  pericardial - prefix;  around the heart;  cardiology - suffix;  study of the heart.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Medical Terminology

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Upon completion of this topic, the student shall, with 70% degree of accuracy, be able to:</p> <p>Identify and describe specific postures utilizing the appropriate terminology.</p> <p>Identify and describe planes of the body and directions of reference utilizing the appropriate terminology.</p> <p>Define root words referring to parts of the body.</p>	<p>Latin and Greek Root Words referring to Body Systems.</p> <p>Anatomical Postures</p> <p>Planes and Directions of Reference.</p> <p>Integumentary System -dermo, dermat - skin -muco - mucous membrane</p>	<p>Instructor:</p> <ol style="list-style-type: none"> <li>1. Provide objective sheet.</li> <li>2. Discuss objectives.</li> <li>3. Hand out information sheet.</li> <li>4. Explain root words as outlined for each system on information sheet.</li> <li>5. Distribute and discuss assignment sheets, e.g., word grams (anagrams).</li> <li>6. Give and evaluate test.</li> </ol> <p>Student:</p> <ol style="list-style-type: none"> <li>1. Read and discuss objective sheet.</li> <li>2. Read and discuss material contained on information sheet.</li> <li>3. Pronounce aloud each root word in the presence of the teacher in order to achieve correct pronunciation.</li> <li>4. Complete assignment sheet.</li> <li>5. Take test.</li> </ol>	<p>Given illustrations of the human body in various positions, the student will be able to identify and describe the posture shown utilizing the appropriate terminology.</p> <p>Given illustrations of the human body in the normal anatomical position, the student will be able to label the various planes and surface depicted utilizing appropriate terminology.</p> <p>Given a list of fifty Latin and Greek root words referring to parts (organs) of the body, the student will be able to match the root words to their English meanings.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Medical Terminology (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Describe the parts of the body using the appropriate terminology.	<p>Musculoskeletal System</p> <ul style="list-style-type: none"> <li>-myo - muscle</li> <li>-myocardia - heart muscle</li> <li>-myocolpo - vaginal muscle</li> <li>-myometro - uterine muscle</li> <li>-osteo - bone</li> <li>-chondro - cartilage</li> <li>-fibro - connective tissue</li> <li>-arthro - joint</li> <li>-costo - rib</li> <li>-cranio - skull</li> <li>-ilio - ilium, hip bone</li> <li>-sacro - sacrum, tail bone</li> <li>-myelo - bone marrow</li> </ul> <p>Respiratory System</p> <ul style="list-style-type: none"> <li>-aero - air</li> <li>-naso, rhino - nose</li> <li>-pharyngo - pharynx, throat</li> <li>-tracheo - trachea, windpipe</li> <li>-thoraco - chest</li> <li>-broncho - bronchus</li> <li>-pneumo - lung</li> </ul> <p>Circulatory System</p> <ul style="list-style-type: none"> <li>-cardio - heart</li> <li>-hema, hēmato, hemo - blood</li> <li>-vaso - blood vessel</li> <li>-arterio - artery</li> <li>-phlebo - vein</li> <li>-lympho - lymphatic system</li> <li>-angio - blood &amp; lymph vessels</li> <li>-erythro - red</li> <li>-leuko - white</li> <li>-cyano - blue</li> </ul>		Given a diagram of a body system, the student will be able to label the parts using the appropriate terminology.	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Medical Terminology (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Digestive System</p> <ul style="list-style-type: none"><li>-stomato - mouth</li><li>-denti - teeth</li><li>-glosso - tongue</li><li>-pharyngo - pharynx, throat</li><li>-esophago - esophagus, food pipe</li><li>-gastro - stomach</li><li>-entero - small intestine</li><li>-hepa, hepato - liver</li><li>-chole - bile, gall</li><li>-cholecysto - gallbladder</li><li>-lipo - fat</li><li>-choleodocho - common bile duct</li><li>-ileo - ileum</li><li>-colo - large intestine</li><li>-append - appendix</li><li>-procto - rectum</li><li>-ano - anus</li><li>-laparo - abdomen</li></ul> <p>Nervous System</p> <ul style="list-style-type: none"><li>-encephalo - brain</li><li>-myelo - spinal cord</li><li>-neuro - nerve</li><li>-oculo, ophthalmo - eye</li><li>-oto - ear</li></ul> <p>Endocrine System</p> <ul style="list-style-type: none"><li>-adeno - gland</li><li>-cephalo - head</li><li>-thyro - thyroid</li><li>-glyco, gluco - sugar</li><li>-prostato - prostate</li></ul>			

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Medical Terminology (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	Urinary System -nephro, renal - kidney -pyelo - kidney pelvis -hydro - water -uro - urine -uretero - ureter -cysto - urinary bladder  Reproductive System -andro - man -gyne - woman -orchi, orchido - testicles -oophor - ovary -hyster - uterus -salpingo - oviduct -colpo - vagina -mast - breasts			

37



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Medical Terminology

OBJECTIVES	UNIT (INFORMATION)	LINE BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Upon completion of this topic, the student shall, with 70% degree of accuracy, be able to:					
Define medical terms which refer to diseases and diagnoses.	Diseases and Diagnoses Path - word element meaning disease.		Instructor: 1. Provide objective sheet. 2. Discuss objectives. 3. Hand out information sheets. 4. Discuss words outlined on information sheet. 5. Distribute and discuss assignment sheet. 6. Give and evaluate test.	Given a list of ten terms which refer to diseases and diagnoses, the student will be able to match the term with the correct meaning.	
Identify and describe diagnoses as found in patient records.	Itis - word element meaning inflammation or infection.  Other terms concerned with disease, symptoms, tools and procedures used, and diagnoses. -algia - pain -centesis - puncture of a cavity to aspirate fluid. -emia - blood -febr - fever -genic - producing -iasis - condition -lith - stone -oma - tumor -oscopy - visualization -osis - condition -plegia - paralysis -pnea - breathing		Student: 1. Read and discuss objective sheet. 2. Read and discuss material contained on information sheet. 3. Pronounce aloud each word element and its meaning. 4. Complete assignment sheet. 5. Take test.	Given descriptions of three different case studies, the student will be able to identify and describe the diagnoses and symptoms with a 70% degree of accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS .

UNIT TITLE Medical Terminology (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>-CONT'D-</p> <p>-pyo - pus</p> <p>-therapy - treatment</p> <p>-uria - urine</p>			

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Medical Terminology

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Upon completion of this topic, the student shall, with a 70% degree of accuracy, be able to:</p> <p>Define terms relating to surgical procedures.</p> <p>Describe the type of surgery done on a patient.</p> <p>Recognize the patient's preoperative diagnosis and postoperative prognosis.</p>	<p><u>Surgical Procedures</u></p> <p>Word elements</p> <ul style="list-style-type: none"> <li>-ectomy - surgical removal</li> <li>-orrhaphy - surgical repair</li> <li>-ostomy - formation of an opening</li> <li>-otomy - surgical incision</li> <li>-pexy - fixation</li> <li>-plasty - plastic surgery</li> </ul>	<p>Instructor:</p> <ol style="list-style-type: none"> <li>1. Provide objective sheet.</li> <li>2. Discuss objectives.</li> <li>3. Hand out information sheet.</li> <li>4. Discuss words outlined on information sheet.</li> <li>5. Distribute and discuss assignment sheet.</li> <li>6. Give and evaluate test.</li> </ol> <p>Student:</p> <ol style="list-style-type: none"> <li>1. Read and discuss objective sheet.</li> <li>2. Read and discuss material contained on information sheet.</li> <li>3. Pronounce aloud each word element and its meaning.</li> <li>4. Complete assignment sheet.</li> <li>5. Take test.</li> </ol>	<p>Given a list of ten terms and definitions, the student will be able to match the terms with the correct meaning.</p> <p>Given information of a surgical procedure from a surgeon's report, the student will be able to describe the type of surgery and area (part) on which the surgery was performed.</p> <p>Given information from the patient's record and surgeon's progress notes, the student will be able to recognize the patient's condition and expected outcome.</p>	


# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS.

## UNIT TITLE Medical Terminology

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Upon completion of this topic, the student shall, with a 70% degree of accuracy, be able to:</p> <p>Describe the medical specialties.</p> <p>Identify the physician's specialty by his/her title.</p>	<p>Medical Specialties</p> <p>Name</p> <p>Physician's Title</p> <p>Description</p> <ul style="list-style-type: none"> <li>-allergy</li> <li>-anesthesiology</li> <li>-cardiology (cardiovascular diseases)</li> <li>-dermatology</li> <li>-gastroenterology</li> <li>-general practice</li> <li>-general surgery</li> <li>-gynecology</li> <li>-internal medicine</li> <li>-neurology (neurosurgery)</li> <li>-obstetrics</li> <li>-ophthamology</li> <li>-orthopedics</li> <li>-otolaryngology</li> <li>-pathology</li> <li>-pediatrics</li> </ul>	<p>Instructor:</p> <ol style="list-style-type: none"> <li>1. Provide objective sheet.</li> <li>2. Discuss objectives.</li> <li>3. Hand out information sheet.</li> <li>4. Discuss specialties outlined on information sheet.</li> <li>5. Distribute and discuss assignment sheet.</li> <li>6. Give and evaluate test.</li> </ol> <p>Student:</p> <ol style="list-style-type: none"> <li>1. Read and discuss objective sheet.</li> <li>2. Read and discuss material contained on information sheet.</li> <li>3. Pronounce aloud each specialty and discuss the meaning of each.</li> <li>4. Complete assignment sheet.</li> <li>5. Take test.</li> </ol>	<p>Given a list of ten medical specialties and their descriptions, the student will be able to match the name with the description.</p> <p>Given a list of descriptions of ten medical specialties and physician's titles, the student will be able to match the physician's title to the description.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Medical Terminology (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	Description (cont'd) -physical medicine (rehabilitative) -plastic surgery -psychiatry -radiology (therapeutic) -thoracic surgery -urology			

### UNIT III: UNDERSTANDING HUMAN BEHAVIOR

**DESCRIPTION:** The course is designed to introduce students in health occupations programs to elementary principles of psychology. The course is applicable to all health occupations. It is particularly relevant to those fields where there is close relationship between the health worker and the patient. It is appropriate for use as an orientation course or as a supplementary resource for students in the clinical setting.

Each student enters the health occupations education program with a particular self-concept, a personal system of values, beliefs, interests, biases, attitudes and other personality traits which influence his behavior. To benefit from a course in human relations, each student must feel a need to improve behavior patterns, must have a desire to grow as a person and feel the challenge of becoming skillful in interpersonal relations.

**OBJECTIVES:** Given this unit of instruction, the student will be able to: (1) Demonstrate effective relations with patients when giving care, (2) Explain what a positive work attitude consists of, (3) Use appropriate communication techniques with patients, (4) Demonstrate appropriate behavior for a health care worker.

## TABLE OF CONTENTS

### Understanding Human Behavior

#### Challenges and Responsibilities of Health Workers

##### Satisfaction

- approval vs. inner satisfaction
- setting goals for inner satisfaction

##### The Challenge

- setting performance standards
- excellence and patient safety
- meeting patient needs

##### Responsibilities

- as a student
- as a health worker
- attitudes and interests

##### Making a Decision

##### Need for Communication

#### Philosophy of Individual Worker

##### Define Philosophy

##### Discuss Socio-economic Variables

##### Poverty vs. Affluence

##### Cultural Bias

#### Self-understanding

##### Changes Necessary

- acquire knowledge
- apply knowledge

##### The student

- learning vs. memorizing
- developing mental skills

##### Taking a New Look at You

##### Your Several Life Roles

- role/relations with others
- role distinctions

#### Guides for Growth

- value of self-study
- value of studying human behavior

#### Influences on Behavior

##### How people are alike/different

- needs - Maslow
- personality structure and development
- Freud - Erickson

##### Heredity

##### The Developmental Process

##### Environment

##### Value Systems

##### Standards of Behavior

#### Basic Human Needs

##### Definition

##### Basis of Needs

##### Essential Needs of all People

##### Biological Needs

##### Psychological Needs

##### Social Needs

##### Autonomy vs. Dependence

##### Coping Devices

#### Self Approval and Acceptance

##### Acceptance

##### Approval

##### Conformity

##### Need for Appreciation

##### Social Needs and Behavior



## Emotions, Behavior and Adjustment Patterns

Meaning of Emotions

Importance of Emotions

Positive Emotions

Negative Emotions

Individual Differences

Using Emotions Constructively

Emotions and Behavior

Adjustment

-good -poor

Effective Behavior vs. Ineffective Behavior

## Threats to Adjustment

Change

-life stages, -new experiences, -individuality

Reactions to stress

-defense mechanisms

Perception of Threat

-patient -health worker

## Inner Conflict, Frustration and Behavior

Meaning

-conflict between needs

-conflict between means

Types of Conflict

Dealing with Conflict

Conflict and Adjustment

-common reactions

Conflict and the Health Worker

Conflict and the Patient

Using Knowledge of Conflict

Meaning of Frustration

Sources of Frustration

Effects of Frustration

Coping with Frustration

-ineffective ways

-effective ways

-prevention

## STRIVING TO BECOME AN EFFECTIVE HEALTH WORKER

Coping with Patient Behavior and Illness

Observation of Patient's Feelings

-obvious problems and routine procedures

-physical effects of illness

-emotional effects

-general effects

Influences on Patient Behavior

Guidelines for Coping with Patient Behavior

Problem Patients

-crying -depressed -hostile -disoriented -uncooperative

-overly cheerful -overly friendly -children

## Communication

Purpose

Culture and Communication

-words and meaning

-signs and symbols

Non-verbal communications

Communication for health workers

Communication and problem solving

Patient Care Plans

-recording information

## Human Relations and the Health Worker

Helping the Patient Adjust to Illness

Becoming a Member of the Health Team

Maintaining Good Relationships

## Special Needs and Problems of Patients

Needs of family members in different kinds of families

-families

-family relationships

-family stages

Meeting needs of infants and young children

-0 - 6 months

-6 - 13 years

-9 - 12 year

-teenagers

-1 - 5 years

-goals

-physical problems

-obesity; acne, V.D.

Meeting needs of pregnant women

new mothers, and

expectant fathers

-abortion

-post partner psychosis

-emotional needs

-no baby to take home

-fear of child birth

-sterilization

-post partum blues

-the father

Meeting needs of acutely ill, chronically ill and elderly

-acutely ill

-chronically ill

-neurological injuries

-elderly patients

-acutely ill children

Needs of the dying patient and his family

-people facing great loss or death

-grief and mourning

-talking about the loss

-children and death

Alcohol, drug and tobacco dependence

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior  
Challenges & Responsibilities of Health Workers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Demonstrate knowledge of opportunities for job satisfaction.</p> <p>Explain what a positive work attitude consists of.</p> <p>Formulate plans to become a successful student in health care work.</p>	<p>Satisfactions</p> <ul style="list-style-type: none"> <li>-approval vs. inner satisfaction</li> <li>-setting goals for inner satisfaction</li> </ul> <p>The Challenge</p> <ul style="list-style-type: none"> <li>-setting performance standards</li> <li>-habits</li> <li>-excellence and patient safety</li> <li>-meeting patient's needs</li> </ul> <p>Responsibilities</p> <ul style="list-style-type: none"> <li>-as student</li> <li>-as health worker</li> <li>-attitudes and interests</li> </ul> <p>Making a Decision</p> <p>Need for Communication</p>	<p>Group Discussion:</p> <p>Develop list of possible results of health worker, perform at 70% of potential.</p> <p>Chalk Board Work:</p> <p>Explore relationship of student attitude assignment and amount of learning to occur.</p> <p>Use personal behavior checklist</p> <p>Discuss code of ethics, A.N.A. (American Nurses Assn.)</p>	<p>Write decision on standards you plan to set for yourself.</p> <p>List dangers of goals too low.</p> <p>Dangers of goals too high.</p> <p>Evaluate if standards realistic for you in terms of own capabilities.</p> <p>List 5 guides to establish habits to help reach performance standards set</p> <p>Define ethics</p> <ul style="list-style-type: none"> <li>-conduct</li> <li>-loyalty</li> <li>-respect</li> <li>-privacy</li> </ul>	<p>Text: <u>Understanding Human Behavior: A Guide for Health Care Workers</u>, Milliken, Mary Elizabeth Delmar Publishers, N.Y. 1974</p> <p><u>Principles &amp; Practice of Nursing Care</u> CH 3 Storey: Donna Keklum McGraw Hill 1976 Text and Activities k</p> <p>Ross: Personal and Vocational Relationships Handouts: Personal Behavior Checklist: Code of Ethics A.N.A. Communication</p> <p>Film: The Eye of the Beholder Ethics for the N.A. XX101C - Career Aids, Inc. 8950 Lurline Ave. Dept. A9 Chatsworth, Ca. 91311</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior  
Philosophy of individual worth.

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Formulate an approach to patients consistent with student personal values.	Define Philosophy -what I believe of person has worth has right to respect as a human being.  Understand and discuss socio-economic variables.  Poverty - affluence  Cultural bias	Discussion: pre-conceived ideas on - diet, cosmetics, personal hygiene, sleep habits, clothing. Share group viewpoints on the following - (Millihen pg. 15, Topics 1- 5). 1. How members of poverty group feel about hospital. 2. How to recognize patient misunderstanding about personal hygiene. 3. How superstitions may influence patient behavior	Define: -affluent -belief -culture -custom -philosophy -prejudice -socioeconomic -superstition -tolerance -value  Identify socio-economic variables.	Film: <u>Values</u> Video Cassette Baptist Hospital
Formulate goals for personal growth.	Changes necessary for student to become health care worker -assure knowledge -apply knowledge	<u>STRIVING FOR SELF UNDERSTANDING</u> Discussion: 1- why self-understanding is necessary before developing understanding of others. 2- meaning of term "effective behavior" - examples. 3- meaning of term "viscious cycle" - examples, habits likely to leap to vicious cycle.	Define terms  List differences between health worker and patient and relationship with close friend.  List guides for growth  Define interpersonal skills.  Identify your strong points and your weak points.	Text: . Millihen Ch 3 pg. 17-35  Film: The Eye of the Beholder  Text: Storey - Unit 2 pg. 12 - 50
Develop an understanding of self.	You, the student -learning vs. memorizing -developing mental skills -developing your potential			
Demonstrate perception of various life roles.	Taking a new look at you. -will to change -strength vs. weakness -adjusting to new conditions -using experience to learn -role perception (job description)			
Explain what a positive work attitude means.				

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior  
Striving for Self Understanding (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>You/several life roles -role/relationship and others Hospital Organization Chart -role distinctions</p> <p>Guides for Growth -value self-study -value studying human behavior</p>	<p>Summarize:</p> <ol style="list-style-type: none"> <li>1-list changes in daily habits since entry into program.</li> <li>2-list roles played in addition to being student</li> <li>3-list difference between health worker - patient relation and relation to close friends.</li> <li>4-list ways to understand self and set goals.</li> </ol> <p><u>INFLUENCES ON BEHAVIOR</u></p> <ol style="list-style-type: none"> <li>1- List several (5-6) values of your family and yourself Compare with classmates.</li> <li>2- Discuss difference between socioeconomic classes, lower, middle, upper.</li> <li>3- Visit a nursery and/or pre-school. Identify the development at stages of 3 children and compare to norm chart.</li> <li>4- Visit a nursing home or retirement center. Write description of some (2) residents, note if they fit their development stage.</li> </ol>	<p>Write a 25 - word essay on the meaning of the term "effective behavior"</p> <p>Discuss the following topic (small group) "Traik I would like to see you in a _____ (specific health worker) if I were a patient."</p> <p>Name 3 parts of the personality structure i.b. by Freud.</p> <p>List 8 stages of developing according to Erickson</p> <p>Name 4 factors which influence development of personality.</p> <p>Define the following:</p> <ul style="list-style-type: none"> <li>-recessive gene</li> <li>-dominant gene</li> <li>-culture</li> <li>-socioeconomic class</li> <li>-authoritarian</li> <li>-democratic</li> <li>-dizygotic</li> <li>-endowment</li> <li>-environment</li> <li>-genetics</li> <li>-heredity</li> </ul>	<p>Handout - Chart - Erickson Stages of Personality Development</p> <p>Freud - Ages and Stages</p> <p>Storey: Principles and Book of Nursing Care Ch 2 Pg. 12</p> <p>Sheehan, Gail Passages</p> <p>Films: Value Systems I, II, III</p> <p>Storey: Principles and Practices Nursing Care Workbook Ch 2 pg. 3-6</p> <p>Milliken - Complete chart pg. 44 difference in behavior of people from different S.E. levels</p> <p>Film: Career Aids</p> <p>EP 4820 - Patient Mental Health Series</p> <p>EP 4821 - Psychological G and D</p>
<p>Influences on Behavior</p> <p>Explain the two major theories of personality behavior.</p> <p>Demonstrate understanding of the major socioeconomic variables on personality development.</p>	<p>How people are alike/how different.</p> <ul style="list-style-type: none"> <li>-needs of individuals</li> <li>-personality structure</li> <li>-personality development</li> </ul> <p>a. Freud</p> <p>b. Erickson</p> <ol style="list-style-type: none"> <li>1. infancy</li> <li>2. early childhood</li> <li>3. ages 4,5,6 (preschool)</li> <li>4. later childhood</li> <li>5. adolescence</li> <li>6. young adulthood</li> <li>7. middle years</li> <li>8. old age</li> </ol>			

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Human Behavior

Influences on Behavior (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Heredity</p> <ul style="list-style-type: none"> <li>-genetic endowment</li> <li>-developmental rate</li> <li>-heredity and environment</li> </ul> <p>The Developmental Process</p> <ul style="list-style-type: none"> <li>-preventive influence</li> <li>-timetable of development</li> <li>-nutrition, disease, drugs</li> </ul> <p>Environment</p> <ul style="list-style-type: none"> <li>-culture</li> <li>-class</li> <li>-family</li> <li>-siblings -self concept</li> <li>-education</li> </ul> <p>Value Systems</p> <p>Standards of Behavior,</p>	<p>5- List 5 learnings from early childhood which still influence your behavior.</p> <p>6- Which are no longer appropriate - why?</p> <p>7- List 10 values important to you - number 1-10 in order of importance.</p> <p>8- Exercise (7) Millihen pg.37</p> <p>9- Exercise (8) Millihen pg.37</p> <p>10- Chart - Millihen pg. 44</p>	<p>(cont'd)</p> <ul style="list-style-type: none"> <li>-individuality</li> <li>-inhibit</li> <li>-integrity</li> <li>-heterozygotic</li> <li>-prejudice</li> <li>-rapport</li> <li>-unique</li> <li>-value (now)</li> </ul>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Basic Human Needs</p> <p>Explain how basic needs affect behavior.</p>	<p>Need - basic requirement of body and mind common core of basic needs motivate all behavior.</p> <p>Basis of Needs</p> <ul style="list-style-type: none"> <li>-promote survival development</li> </ul> <p>Essential Needs of All People</p> <ul style="list-style-type: none"> <li>-deprivation</li> <li>-satisfaction</li> </ul> <p>Biological Needs</p> <ul style="list-style-type: none"> <li>-visceral needs (air)</li> <li>-water and food</li> <li>-sleep, eliminate waste</li> <li>-preservation of the species</li> </ul> <p>Psychological Needs</p> <ul style="list-style-type: none"> <li>-maintenance</li> <li>-actualization</li> <li>-adequacy, competence security</li> <li>-love and affiliation</li> <li>-belonging, acceptance, approval</li> <li>-self-esteem, worth, identify</li> <li>-values, meaning, hope</li> <li>-actualization</li> <li>-develop and maintain potential</li> <li>-satisfaction</li> <li>-creativity</li> </ul>	<p>Review influences in early life which shaped patterns of behavior for meeting physical needs.</p> <p>Group Discussion- Techniques utilized to aid humans who utilize illness to escape rest.</p> <p>Discussion topics -</p> <ul style="list-style-type: none"> <li>-how does family provide basic needs</li> <li>-which emotional needs are most important to you.</li> </ul> <p>Rank basic needs in order of importance according to Maslow's hierarchy/in order of importance to you; compare class rankings</p> <p>Social needs - discuss types of</p> <ul style="list-style-type: none"> <li>-how failure might affect performance</li> <li>-striving for self-approval               <ul style="list-style-type: none"> <li>-modifying habits</li> <li>-developing problem solving skills</li> </ul> </li> <li>-building realistic self-concept</li> <li>-setting goals</li> </ul>	<p>Define:</p> <ul style="list-style-type: none"> <li>-need</li> <li>-deprivation</li> <li>-solution</li> <li>-WHO Health</li> <li>-Hans Selye Health</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>-basic physical and emotional needs.</li> <li>-rank needs access to Maslow</li> <li>-signs and symptoms of               <ul style="list-style-type: none"> <li>-anxiety</li> <li>-frustration</li> </ul> </li> <li>-fight - flight mechanism</li> </ul>	<p>The Patient's Bill of Rights (copies in several texts) by American Hospital Association 2/6/73 Chicago</p> <p>Maslow's Hierarchy of Human Needs</p> <p>W.H.O. definition of Health</p> <p>Selye - Dept. of Health</p> <p>Milliken - topic 5,6,7 pg. 38-80</p> <p>Storey: Text and Activity Book</p> <p>Ch. 4 Text pg. 37-50</p> <p>Ch. 4 W.B. pg. 11-15</p> <p>Handout - Winner Loser (GE Information Systems Equipment Division).</p> <p>Filmstrips - Psychological Defenses</p> <p>HR 614 615 Series A &amp; B</p> <p>Intro/Repression Roj. Ration</p> <p>Avoidance/Denial ID/Disp.</p> <p>Regression/Undoing React/Subl</p> <p>with teachers guides</p> <p>Career Aids, Inc.</p> <p>8950 Lurline</p> <p>Chatsworth, Ca 91311</p>



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
With 80% accuracy, identify the defense mechanisms and give an example of each.	<p>Social need, self-concept and success.</p> <p>Autonomy vs. Dependence</p> <p>Coping Devices</p> <ul style="list-style-type: none"> <li>-frustration</li> <li>-anxiety</li> <li>-defense mechanisms                             <ul style="list-style-type: none"> <li>-repression</li> <li>-rationalization</li> <li>-regression</li> <li>-fantasy and daydreaming</li> <li>-sublimation</li> <li>-identification</li> <li>-displaced aggression</li> <li>-overdependence</li> </ul> </li> </ul>	<p>Define defense mechanism. Discuss and give examples of situations used.</p> <p>View films on mechanism.</p>		<p>Film: Defensive Mechanism Coping (Higgins - Riverdale)</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Self-approval and Acceptance Demonstrate, understand, about the importance of self-concept to effective living.</p> <p>Formulate ways to develop a strong self-concept and to strive for personality improvement.</p> <p>Relate meeting of basic social needs to satisfying relationships with others.</p> <p>Display acceptance of patients in the health care setting.</p>	<p>Acceptance by others.</p> <p>Approval from others -hunger for approval -failure to offer approval -appropriate use of approval</p> <p>Conformity -importance</p> <p>Acceptance in Adolescence -group standards and conformity</p> <p>Need to believe others care -sympathy -empathy</p> <p>Need for Appreciation</p> <p>Social Needs and Behavior -behavior and causation -behavior and the health worker</p>	<p>Group Discussion:</p> <p>a) How knowledge of the social needs of people is used for self-improvement.</p> <p>b) How it can be used to improve interpersonal skills</p> <p>c) How health care worker can use knowledge about empathy.</p> <p>d) How sympathy influences behavior.</p> <p>e) Give examples of sympathy and empathy.</p> <p>Assignment:</p> <p>a) Consult dictionary for meaning of sympathy, empathy</p> <p>b) Describe how you would use sympathy/empathy in -relation with family -relation with co-worker -in personal life -relation with patients</p>	<p>Give examples of indications of -approval -caring -appreciation by writing a situational paragraph on each topic.</p>	<p>The Art of Loving James and Jowgewand Born to Win Millihen - 1 Bid Ch 6 &amp; 7 Storey; text and activity book</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE: Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Emotions, Behavior and Adjustment Patterns</p> <p>Explain the effects of emotions on behavior.</p> <p>Explain the effects of adjustment patterns on behavior.</p> <p>Demonstrate in the clinical setting use of positive emotions and adjustment patterns.</p>	<p>Meaning of Emotions</p> <ul style="list-style-type: none"> <li>-neither good/bad, natural reactions to life experience.</li> <li>-inner feelings according to what is happening to us.</li> </ul> <p>Importance of Emotions</p> <ul style="list-style-type: none"> <li>-physical effects</li> <li>-formation of emotional patterns</li> </ul> <p>Positive Emotions</p> <ul style="list-style-type: none"> <li>-happiness</li> <li>-love - kinds               <ul style="list-style-type: none"> <li>sexual, friend, maternal, self, spiritual</li> </ul> </li> <li>-love for self and others</li> </ul> <p>Negative Emotions</p> <ul style="list-style-type: none"> <li>-fear and anger, hate, annoyance</li> <li>-grief</li> </ul> <p>Individual Differences</p> <ul style="list-style-type: none"> <li>-intensify frequency</li> <li>-temperament</li> <li>-mood swings</li> </ul> <p>Using Constructively</p> <ul style="list-style-type: none"> <li>-accentuate the positive</li> <li>-dealing with anger/fear, grief</li> </ul> <p>Emotions and Behavior</p> <ul style="list-style-type: none"> <li>-self</li> <li>-others</li> </ul>	<p>Group Discussion:</p> <ol style="list-style-type: none"> <li>1) Give examples of behavior exhibited by person inclined to over react.</li> <li>2) Behavior manifested by patients with strong fear about having surgery.</li> <li>3) Examples of fear in pediatric patient.</li> <li>4) Emotional reactions of patients being admitted for first time.           <ul style="list-style-type: none"> <li>-businessman with responsibility and can't take vacation</li> <li>-immigrant - no English (give several situations)</li> </ul> </li> <li>5) Consider the following and discuss in terms of emotional effects.           <ul style="list-style-type: none"> <li>-you must not cry. You are a big boy now.</li> <li>-If you do that again, I'll shut you in the closet.</li> <li>-You're a bad boy to hit your little brother. etc., page 80</li> </ul> </li> </ol> <p>Millihen pg. 78 &amp; 79</p>	<p>List ways people are alike</p> <p>List ways people are different.</p> <p>What is behavior (construct test questions by objectives)</p> <p>Paper and pencil</p> <p>test matching - m/c</p> <p>true/false</p>	<p>Millihen Ch 8 &amp; 9</p> <p>Selye, Hans - The Stress of Life</p> <p>Saul, Leon - Emotional Maturity</p> <p>Mental Health Pamphlets</p> <p>Glusser, W. Mental Health or Mental Illness</p> <p>Storey: text WB Ch 5</p> <p>Mind and Body Interaction</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Define Adjustment - degree of success in dealing with life problems.</p> <ul style="list-style-type: none"> <li>-good adjustment</li> <li>-poor adjustment</li> </ul> <p>Effective Behavior vs. Ineffective Behavior</p> <ul style="list-style-type: none"> <li>-adjustment to change</li> <li>-improving adjustment</li> <li>-adapting to new situations</li> <li>-adapting to role of health care worker</li> </ul>	<p>Discussion - Millihen Situations #1, 2 pg. 87</p> <p>Write brief paragraph on how anxiety affects adjustment.</p> <p>List characteristics of well adjusted person and poorly adjusted person.</p> <p>List 5 guides to improve your adjusting as a health worker.</p> <p>List 4 guides to help you in adapting to new situation - give examples.</p> <p>Observe yourself and others for behavior which fails to solve immediate problem and makes present one worse - write brief paragraph.</p>		

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Threats to Adjustment</p> <p>Demonstrate understanding (Recognize) of life situations which represent threats to adjustment.</p> <p>Demonstrate awareness of individual differences in adjustment.</p>	<p>Change</p> <ul style="list-style-type: none"> <li>-life stages               <ul style="list-style-type: none"> <li>-early childhood</li> <li>-the school years</li> <li>-young adulthood</li> <li>-middle age</li> <li>-senescence</li> </ul> </li> <li>-new experiences</li> <li>-illness</li> <li>-crises</li> <li>-individuality and threats to adjustment.</li> </ul> <p>Reactions to Threat</p> <ul style="list-style-type: none"> <li>-Purpose of Defense Mechanism               <ul style="list-style-type: none"> <li>-rationalization</li> <li>-projection</li> <li>-displacement</li> <li>-daydreaming</li> <li>-escape - to illness</li> <li>-repression</li> <li>-withdrawal</li> </ul> </li> </ul> <p>Differences in Perception of Threat</p> <ul style="list-style-type: none"> <li>-the patient</li> <li>-the health worker</li> </ul>	<p>Select a defense mechanism you have used in the past week.</p> <p>Explain the defense mechanism in your own words.</p> <p>Describe the situation in which you used the mechanism.</p> <p>List 2 or more ways you could have dealt with situation.</p> <p>Are these mechanisms?</p> <p>Consider life experience which involved big change.</p> <p>Recall how you felt.</p> <p>I.D. behavior patterns used.</p> <p>Exercises Millihen pg. 112-113</p>	<p>Construct test - matching.</p>	<p>Texts Millihen Ch 11 pg. 103-113 Storey</p> <p>Film - The Dropout</p> <p>Handout - Twelve Ways to Run Away From a Problem</p> <p>From How to Wage Peace by Hans Rosenhampt</p> <p>Table of Excuses</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Inner Conflict, Frustration and Behavior</p> <p>Demonstrate an understanding of the meaning of inner conflict as an influence on behavior.</p> <p>Formulate some techniques for dealing with inner conflict.</p> <p>Summarize how frustration influences behavior.</p> <p>Outline method of coping with frustration as a means of improving adjustment and interpersonal relations.</p>	<p>The Meaning of Inner Conflict.</p> <ul style="list-style-type: none"> <li>-conflict between needs</li> <li>-conflict between means</li> </ul> <p>Types of Conflict</p> <ul style="list-style-type: none"> <li>-between 2 desirable goals</li> <li>-involving a desirable goal with a negative effect.</li> <li>-between negative alternatives</li> </ul> <p>How to Deal with Conflict</p> <ul style="list-style-type: none"> <li>-exploring emotional aspects</li> <li>-thinking through a conflict situation.</li> </ul> <p>Conflict and Adjustment</p> <ul style="list-style-type: none"> <li>-common reactions conflict</li> </ul> <p>Conflict and the health worker</p> <p>Conflict with the Patient</p> <p>Using Knowledge of Conflict</p> <p>Meaning of Frustration</p> <ul style="list-style-type: none"> <li>-degree of frustration</li> <li>-cumulative effects</li> </ul> <p>Sources of Frustration</p> <ul style="list-style-type: none"> <li>-self as a source</li> <li>-others as a source</li> <li>-environment</li> </ul> <p>Effects of Frustration</p> <ul style="list-style-type: none"> <li>-frustration and behavior patterns, early learnings, childhood, adulthood.</li> </ul>	<p>Role playing - using the situations on page 122, 123, 137 - Millihen test</p> <p>Read Storey Ch 5</p> <p>Mind, &amp; Body Interaction pg. 52 - 61</p> <p>Storey Workbook Ch 5 pg. 17 - 20</p> <p>Enrichment Activities</p> <p>Storey pg. 61 text</p> <p>Assignments suggested by Millihen pg. 123 &amp; 124.</p> <p>Problems for group discussion pg. 135, 136 Millihen</p> <p>Information to be taught:</p> <ul style="list-style-type: none"> <li>-coping with frustration</li> <li>-ineffective ways of dealing with frustration</li> <li>-effective ways</li> <li>-preventing frustration</li> </ul>	<p>Define psychosomatic medicine.</p> <p>Name the 5 stages of stress.</p> <p>(Storey pg. 60)</p>	<p>Text Millihen - Ch 12 &amp; 13 pgs. 122, 123, 136</p> <p>Storey text &amp; workbook Ch 5</p> <p>Film - Dealing with Anger Part I &amp; II</p> <p>Career Aids, Inc. 8950 Lurline Ave. Dept. A97 Chatsworth, Ca. 91311</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Striving to become an effective health worker. Coping with patient behavior.</p> <p>Relate the major effects of illness on behavior.</p> <p>Point out differences in perception of illness as a threat.</p> <p>Illustrate common behavior patterns used by patients and their families.</p> <p>Describe some general approaches for coping with selected behavior patterns.</p>	<p>Observation of Patient's Feelings</p> <ul style="list-style-type: none"> <li>-obvious problems and routine procedures.</li> <li>-physical effects of illness.</li> <li>-emotional effects of illness.</li> <li>-general effects of serious illness.</li> </ul> <p>Influences of Patient Behavior</p> <ul style="list-style-type: none"> <li>-childhood</li> <li>-adolescence</li> <li>-maturity</li> <li>-senescence</li> <li>-life role</li> <li>-adjustment</li> <li>-dependency</li> <li>-past</li> <li>-cultural background</li> </ul> <p>Guidelines Coping with Patient Behavior</p> <ul style="list-style-type: none"> <li>-accepting patient</li> <li>-show interest and concern</li> <li>-identify patient needs</li> <li>-sensitivity to feelings</li> <li>-willingness to serve</li> <li>-talking</li> <li>-touching</li> </ul>	<p>Text Millihen Ch 14, 15 pg. 139 - 163.</p> <p>Storey Text Ch 6 pg. 62 Workbook Ch 6</p> <p>Storey Ch 7 Text Workbook Ch 7</p> <p>Discussion - accepting others as they are not as we wish them to be.</p>		<p>Text - Millihen Storey</p> <p>I'm O.K, You're O.K.</p> <p>Born to Win</p> <p>Berne, Games People Play</p> <p>Fromm The Art of Loving</p>



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	Obvious Problems -crying patients -depressed patients -suicide -hostile patients -understand problem -solving problem -disoriented patient -combativeness -fright -uncooperative patient -overly cheerful patient -overly friendly patient -children -holding babies -communicating with children -crying children	Visit pediatric unit - talk with child between 2 - 7 years		

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Communication</p> <p>Demonstrate use of verbal and non-verbal communication to establish an effective therapeutic relationship</p> <p>Select adequate problem solving techniques to plan patient care.</p>	<p>Purpose of Communication</p> <p>Culture and Communication</p> <ul style="list-style-type: none"> <li>-words and meanings</li> <li>-signs and symbols</li> </ul> <p>Nonverbal Communications</p> <p>Communication for health workers</p> <ul style="list-style-type: none"> <li>-directions of communication</li> <li>-downward communication</li> <li>-upward communication</li> <li>-horizontal communication</li> <li>-the grapevine</li> </ul> <p>Communication and Problem Solving</p> <ul style="list-style-type: none"> <li>-patient behavior</li> <li>-patient problems</li> <li>-I.D. the problem</li> <li>-stating the problem</li> <li>-solving the problem</li> <li>-analogy</li> <li>-induction</li> <li>-deduction</li> <li>-policy, rules, orders, procedures</li> <li>-implementation with evaluation</li> </ul> <p>Patient Care Plans</p> <ul style="list-style-type: none"> <li>-constructing</li> <li>-sample</li> <li>-recording information</li> <li>-patients chat</li> <li>-problem oriented charting</li> </ul>	<p>Observe verbal and nonverbal behavior - see charts Millihen pg. 186 EX I</p> <p>Interpret nonverbal behavior</p> <p>Role play - use EX II Millihen pg. 191</p> <p>Expressing ideas clearly EX III Millihen</p> <p>Paraphrasing ideas expressed by others - test your interpretation of intended meaning - EX IV Millihen pg. 207</p> <p>Class Challenge Millihen pg. 204</p>		<p>Millihen text Ch 17</p> <p>Exercise I pg. 182</p> <p>Millihen Ch 18</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Human relations and the health worker.</p> <p>The student will be able to select appropriate behavior necessary to establish a therapeutic relationship with a patient.</p> <p>Share patient care with other members of the health care team in a chemical setting.</p>	<p>Helping the patient -</p> <ul style="list-style-type: none"> <li>-recognize effect on patient.</li> <li>-rising above your own problems.</li> <li>-using knowledge for the patient's benefit.</li> <li>-introducing patients to the health agency</li> <li>-adapting your behavior</li> </ul> <p>Becoming a member of health team</p> <ul style="list-style-type: none"> <li>-understanding your role</li> </ul> <p>Maintaining good relationships</p> <ul style="list-style-type: none"> <li>-understand the organizational structure.</li> <li>-finding job satisfaction</li> <li>-standards and self-respect</li> <li>-attitudes</li> <li>-compensation</li> <li>-setting objectives for growth</li> </ul>	<p>Adjust to illness</p> <p>Group discussion</p> <p>Helping patients adjust to illness.</p> <p>Group discussion.</p> <p>Study and discuss hospital organizational chart and role of other health workers.</p>		<p>Milliken Ch 16 pg. 154 - 174</p> <p>Film - No One Walks Alone</p> <p>The Broken Appointment</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Special needs and problems of patients.</p> <p>The student will be able to discuss the special needs of family members in different kinds of families.</p>	<p>Families</p> <ul style="list-style-type: none"> <li>-family relationships</li> <li>-family stages</li> <li>-newlyweds</li> <li>-families with young children</li> <li>-families with school age children</li> <li>-families with adolescents</li> </ul>			<p>Books:</p> <p>Storey - Principles and Practices of Nursing Care - Text and Workbook McGraw Hill - Nursing and Allied Health Services</p> <p>Ross, Carmen - Vocational Adjustment, Lippincott</p> <p>Sherer Medical - Surgical Nursing</p> <p>Millihen - Understanding Human Behavior, Delmar Publishers</p> <p>Murray/Zentner - Nursing Assessment and Health Promotion through the Life Span.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

How to Meet Needs of Infant, Young Child and Adolescent  
Special Needs and Problems

## OBJECTIVES

The student will be able to describe the needs of  
a) the infant  
b) the young child  
c) the adolescent  
and formulate ways to meet these needs.

## UNIT OUTLINE (INFORMATION TO BE TAUGHT)

- Infants and Young Children
  - a) birth - 5 months
  - b) 6 - 12 months
  - c) 9 - 12 months
  - d) 1 - 5 years
    - toddlers
    - pre-school ages
    - stages of hospital
  - e) 6 - 13 years
  - f) teenagers
    - goals of adolescents
    - common physical problems
      - obesity
      - acne
      - venereal disease

## SUGGESTED ACTIVITIES

## EVALUATION

## MATERIALS AND RESOURCES

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE: Understanding Human Behavior

Meeting Needs of Pregnant Women and New Mothers  
and New and Expectant Fathers

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student will be able to discuss the emotional changes of pregnant women, new mothers and new and expectant fathers.	Pregnant Women: a) abortion b) emotional needs c) fear of child birth d) postpartum blues e) postpartum psychosis f) no baby to take home g) sterilization h) the father			

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior  
Needs of the Acutely Ill, Chronically Ill  
and Elderly

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to describe the needs of</p> <ul style="list-style-type: none"> <li>a) the elderly</li> <li>b) acutely ill</li> <li>c) chronically ill</li> </ul> <p>and formulate in the clinical setting adequate ways to meet these needs.</p>	<p>Acutely Ill Patients</p> <ul style="list-style-type: none"> <li>a) constant stimulation               <ul style="list-style-type: none"> <li>-causes of tension</li> <li>-relieving tension</li> </ul> </li> </ul> <p>Neurological Injuries</p> <ul style="list-style-type: none"> <li>a) brain tumors</li> <li>b) head injury</li> </ul> <p>Acutely Ill Children</p> <p>Turning Off the Machines</p> <p>Chronically Ill Patients</p> <ul style="list-style-type: none"> <li>a) nursing care</li> <li>b) family</li> <li>c) rehabilitation</li> <li>d) community service</li> <li>e) mental retardation</li> </ul> <p>Elderly Patients</p> <ul style="list-style-type: none"> <li>a) needs</li> <li>b) remotivation</li> <li>c) elderly ill</li> <li>d) mental disorders               <ul style="list-style-type: none"> <li>-senile dementia</li> <li>-psychosis with cerebral arterio-sclerosis</li> <li>-growing old</li> </ul> </li> </ul>			

69

135

134

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Understanding Human Behavior

Needs of the Dying Patient and His Family

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student will be able to discuss the special needs of the dying patient and his family.	<p>People Facing Great Loss or Death</p> <ul style="list-style-type: none"> <li>a) grief and mourning</li> <li>b) schism &amp; disbelief</li> <li>c) restitution</li> </ul> <p>Talking About the Loss</p> <p>Children and Death</p> <ul style="list-style-type: none"> <li>a) talking with dying children</li> <li>b) parents of dying child</li> </ul>	<p>Explore personal reaction to euthanasia</p> <p>Class discussion sequence of reaction when person is aware of terminal illness.</p>	<p>Contrast the</p> <ul style="list-style-type: none"> <li>a) child</li> <li>b) adolescent</li> <li>c) adult</li> </ul> <p>concept of death</p> <p>Define the stages of grief.</p> <p>Assess reactions and needs of a dying patient and family members.</p>	<p>Elizabeth Kullen - Ross</p> <p>On Death and Dying</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE Understanding Human Behavior Alcohol, Drug and Tobacco Dependence

OBJECTIVES *	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
13.6 Describe the effects of alcohol abuse on health.	13.6 Alcohol	Arrange to visit the next AA meeting in your community.	13.6 Describe the effects of cigarettes and substance abuse upon health.	Film: "Alcohol and You"
13.7 Categorize in writing and/or orally drugs of abuse.	a) general effects b) effects on C.N.S. c) how much is too much? d) early use of alcohol e) drinking in U.S. f) alcoholism -stages of alcoholism -treatment	Speaker from Council of Alcohol and Drug Abuse.  Discuss pamphlet "Profile of an Alcoholic"	13.7 Categorize in writing and/or orally drugs of abuse.	"Drugs of Abuse - Published by Drug Enforcement ADM.  Pamphlet by Commission for Alcohol and Drug Abuse "Profile of An Alcoholic"  Film "Decision for Mike"
13.8 Describe the effects of cigarette smoking on the body systems.	13.7 Drugs a) people likely to abuse drugs b) operates -effects -misconceptions about heroin -addicts and habits -withdrawal -treatment c) barbiturates -addicts -withdrawal d) cocaine e) amphetamines f) hallucinogens g) marijuana and hashish  13.8 Tobacco	Group discuss by teams - -narcotics -barbiturates -stimulants -hallucinogens  Research commonly abused drugs.  Discuss proper names of street names for drugs.		Pamphlet - "Why Start Life Under a Cloud"  "The Decision is Yours"  "Questions About Cigarettes and Lung Cancer"

#### UNIT IV: HUMAN BODY STRUCTURE AND FUNCTION

**DESCRIPTION:** This unit is designed to introduce the student to basic structure and function of the human body. Beginning with the single cell formation and advancing through the study of tissues, organs and systems, the students will be given a foundation for developing knowledge essential in distinguishing between normal and abnormal conditions.

**UNIT OBJECTIVES:** After completing this unit, the student will be able to identify terms and label diagrams pertaining to anatomy and physiology. The student will be able to locate, describe, and give the function of body parts and identify diseases, and disorders.

# HUMAN BODY STRUCTURE AND FUNCTION

## TABLE OF CONTENTS

### Basic Concepts of Matter

- Terms and definitions
- States of matter
- Kinds of matter
- Physical and chemical changes
- Forms of energy
- Properties of acids
- Properties of bases
- Common properties of acids and bases
- pH scale
- Mineral salts

### Living Matter

- Terms and definitions
- Compounds in protoplasm and their functions
- Characteristics of protoplasm
- Some functions of enzymes
- Components of the human body
- The cell
- Movement of materials through cell membrane
- Physiological and non-physiological solutions
- Tissues
- Membranes
- Major organ-systems

### Introduction of Body Systems

- Terms and definitions
- Body cavities
- Organs in each body cavity
- Quadrants of the abdominopelvic area
- Regions of the abdominopelvic area
- Directional terms
- Anatomic planes

### Integumentary System

- Terms and definitions
- Layers of the skin

### Integumentary System (cont'd)

- Appendages of the skin
- Parts of the skin
- Functions of the integument
- Practices which maintain the integrity of the integumentary system

### Skeletal System

- Terms and definitions
- Skeletal system functions
- Composition of bones
- Structure of a bone
- Types of bones
- Bone markings
- Division of the skeleton
- Classification of joints according to amount of movement
- Types of freely movable joints
- Types of movement in joints
- The bones of the skeletal system
- The growth of bones
- Effects of age and sex on bone growth
- Differences in female and male pelvis
- Maintaining the integrity of the skeletal system

### Muscular System

- Terms and definitions
- Parts of a muscle
- Muscle attachments
- Major junctions of the muscles
- Characteristics of muscle tissue
- Types of muscles and their action
- Principal skeletal muscles and their location
- Areas best suited for intramuscular injections
- Maintaining the muscular system
- Maintaining cardiac muscles

### The Digestive System - Alimentary Canal

- Terms and definitions
- Digestive organs

### The Respiratory System (cont'd)

- Structure of the larynx
- Functions of the larynx and laryngeal structures
- Structure of the trachea
- Functions of the trachea
- Structure of the bronchi
- Functions of the bronchi and bronchial structures
- Structure of the lungs
- Mechanics of breathing
- Respiratory rates
- Control of breathing
- Types of respiration
- Some practical aspects of protecting the respiratory system

### The Urinary System

- Terms and definitions
- Excretory systems and their waste products
- Structures of the urinary system
- Location and structure of the kidneys
- Principal parts of the kidneys
- Main functions of the kidneys
- Structure and function of the ureters
- Location, structure and function of the bladder
- Structure and function of the urethra
- Terms that mean expelling urine
- Urine
- Characteristics of urine
- Maintenance of a healthy urinary system

### The Nervous System

- Terms and definitions
- Functions of the nervous system
- Subdivisions of the nervous system and their components
- Types of neurons
- Transmission of nerve signals
- Parts of the central nervous system
- Functions of the cerebral cortex
- Functions of the brain
- Spinal cord
- Functions of the spinal cord
- Blood supply to the brain
- Spinal fluid - its purpose
- Functions of cranial nerves

### The Nervous System (cont'd)

- Functions and divisions of automatic nervous system
- Maintenance of the nervous system

### The Sensory System

- Terms and definitions
- Most important senses
- Protection of the eye
- Structures of the eye and their functions
- Accessory eye structures
- Care of the eyes
- Structure and function of the ear
- Caring for the ears
- Sense of taste
- Sense of smell

### Endocrine System

- Terms and definitions
- Glands
- Fundamental facts about endocrine glands
- Endocrine glands
- General characteristics of hormones
- Major endocrine glands
- Other organs that secrete hormones
- Maintaining the endocrine system

### The Reproductive System

- Terms and definitions
- Functions of the reproductive system
- Fundamental facts about the reproductive system
- Male reproductive system and adjacent structures
- Location and functions of male external organs
- Location and functions of male internal organs
- Secondary sex characteristics in males
- Female reproductive system and adjacent structures
- Location and function of female external organs and adjacent structures
- Location and function of female internal organs and adjacent structures
- Parts and structures of the uterus
- Secondary sex characteristics in the female
- Menstrual cycle
- Menopause
- Mammary glands and lactation
- Maintaining the health of the male reproductive system
- Maintaining the health of the female reproductive system

## The Digestive System - Alimentary Canal (cont'd)

- Alimentary canal and accessory organs
- Structures of the mouth
- Functions of the mouth
- Structures and functions of the esophagus
- Parts of the stomach
- Functions of the stomach
- Components of gastric juice
- Structure of the small intestine
- Functions of the small intestine
- Parts of the large intestine
- Functions of the large intestine

## Digestive System - Accessory Organs and Digestion

- Terms and definitions

- Functions of the salivary glands
- The salivary glands
- Liver, pancreas and adjacent structures
- Structure of the liver
- Functions of the liver
- Function of the gall bladder
- Function of the pancreas
- Principal digestive enzymes
- Digestion
- Mechanical digestion
- Chemical digestion
- Sites of absorption of food
- Absorbable end products of digestion
- Maintaining the digestive system

## The Blood

- Terms and definitions
- General functions of the blood
- Physical characteristics of blood
- Principal components of blood
- Erythrocytes
- Types and characteristics of leukocytes
- Platelets
- Functions of the formed elements

## The Blood (cont'd)

- Origin of blood cells
- Blood clotting in the blood vessels
- Mechanism of blood clotting
- Reasons for transfusions
- Blood groups
- Importance of determination of blood type
- Rh factor
- Routine blood studies
- Less common blood tests
- Normal ranges of blood tests in adults

## Circulatory System

- Terms and definitions
- Parts of the circulatory system
- Functions of the circulatory system
- Structure of the heart
- Blood supply to the heart
- Physiology of the heart
- Structure and function of blood vessels
- Circulation of blood
- Principal arteries and veins
- Blood supply to the head
- Portal circulation
- Lymphatic system
- Functions of the lymph system
- Spleen
- Functions of the spleen
- Pulse
- Sites for taking pulse
- Factors which influence pulse rate
- Measurements of blood pressure
- Prevention of heart and circulatory ailments

## The Respiratory System

- Terms and definitions
- Fundamental purposes of breathing
- Kinds of respiration
- Structure of the respiratory system
- Structure of the nasal cavities
- Functions of the nasal cavities
- Structure of the pharynx
- Functions of the pharynx and pharyngeal structures

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC 1 - BASIC CONCEPTS OF MATTER

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Be able to match terms associated with basic concepts of matter to the correct definition with 80% accuracy.	Terms and Definitions		On a paper and pencil test the student can correctly match 80% of the terms presented.	
Define the three states of matter with 100% accuracy.	States of Matter	Demonstrate a physical and a chemical change by locating and showing items where the change is evidenced, such as freezing water to ice, heating water to steam, rusting iron, souring milk, burning wood.	On paper and pencil test the student can define the three states of matter with 100% accuracy.	
Select from a list of 15 substances the elements, compounds or mixture with 70% accuracy.	Kinds of Matter		From a given list of 15 substances the student can divide into proper groups of compounds, mixtures, and elements with 70% accuracy.	Poster illustrating the five forms of energy.
Differentiate between physical and chemical changes with 75% accuracy.	Physical and Chemical Changes	Observe transparency of pH scale and compare the degree of acidity of commonly recognized solutions and secretions.	Given four descriptions of physical and chemical changes, the student can differentiate between them with 75% accuracy.	
List the five forms of energy with 100% accuracy.	Forms of Energy		On teacher made test, the student can list the five forms of energy with 100% accuracy.	Transparency - pH scale.

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC I - BASIC CONCEPTS OF MATTER

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Be able to match terms associated with basic concepts of matter to the correct definition with 80% accuracy.</p> <p>Define the three states of matter with 100% accuracy.</p> <p>Select from a list of 15 substances the elements, compounds or mixtures with 70% accuracy.</p> <p>Differentiate between physical and chemical changes with 75% accuracy.</p> <p>List the five forms of energy with 100% accuracy.</p>	<p>Terms and Definitions</p> <p>States of Matter</p> <p>Kinds of Matter</p> <p>Physical and Chemical Changes</p> <p>Forms of Energy</p>	<p>Demonstrate a physical and a chemical change by locating and showing items where the change is evidenced, such as freezing water to ice, heating water to steam, rusting iron, souring milk, burning wood.</p> <p>Observe transparency of pH scale and compare the degree of acidity of commonly recognized solutions and secretions.</p>	<p>On a paper and pencil test the student can correctly match 80% of the terms presented.</p> <p>On paper and pencil test the student can define the three states of matter with 100% accuracy.</p> <p>From a given list of 15 substances the student can divide into proper groups of compounds, mixtures, and elements with 70% accuracy.</p> <p>Given four descriptions of physical and chemical changes, the student can differentiate between them with 75% accuracy.</p> <p>On teacher made test, the student can list the five forms of energy with 100% accuracy.</p>	<p>Poster illustrating the five forms of energy.</p> <p>Transparency - pH scale.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC I - BASIC CONCEPTS OF MATTER (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List the common properties of acids and bases with 70% accuracy.</p> <p>Name functions of mineral salts with 70% accuracy.</p> <p>List seven electrolytes found in body fluids with 70% accuracy.</p>	<p>Properties of Acids</p> <p>Properties of Bases</p> <p>Mineral Salts</p> <p>pH Scale</p>		<p>On a teacher made test the student can list the common properties of acids and bases with 70% accuracy.</p> <p>On teacher made test, the student can name two functions of mineral salts with 75% accuracy.</p> <p>On pencil and paper test, the student can list seven electrolytes found in body fluids with 70% accuracy.</p>	



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC II - Living Matter

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Match terms related to the basic concepts of living matter to the correct definitions with 80% accuracy.</p> <p>Name the six compounds in protoplasm and one function of each with 70% accuracy.</p> <p>Describe the three functions of enzymes with 70% accuracy.</p> <p>List the two components of the human body, giving the percentage of each with 90% accuracy.</p> <p>Label the parts of a cell on a given diagram with 70% accuracy.</p>	<p>Terms and definitions.</p> <p>Compounds in protoplasm and their functions.</p> <p>Characteristics of protoplasm.</p> <p>Some functions of enzymes.</p> <p>Components of the human body.</p> <p>The cell.</p>	<p>Participate in a spelling and definition bee between two teams.</p> <p>Under a microscope, observe a cell, drawing an enlargement of the cell as it is seen.</p>	<p>Given a list of 31 terms and 31 definitions, the student can match them correctly with 80% accuracy.</p> <p>On teacher made pen and paper test, the student can name six compounds and one function of each with 70% accuracy.</p> <p>Pencil and paper test shows student can correctly describe three functions of enzymes with 70% accuracy</p> <p>Teacher made test shows that the student can list the components of the human body and give the percentage of each with 90% accuracy</p> <p>On a prepared cell diagram, the student can label the parts with 70% accuracy.</p>	<p>Mimeographed study sheet of words and definitions.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC II - Living Matter (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>With 70% accuracy, describe methods of movement through cell membranes.</p> <p>Describe the four kinds of tissue with 100% accuracy.</p> <p>Describe three kinds of membranes with 80% accuracy.</p> <p>List the ten major organ systems with 100% accuracy.</p>	<p>Movement of materials through cell membranes. Physiological and non-physiological solutions.</p> <p>Tissues</p> <p>Membranes</p> <p>Major organ systems.</p>	<p>a) To demonstrate osmosis, partially fill a glass with water. Fasten a piece of dialysis tubing over the bottom of a funnel. Pour brown syrup into the funnel, set the funnel in the glass of water having the bottom of the funnel below the level of water. Observe the two solutions and tell what happened.</p> <p>b) To demonstrate diffusion, drop a tablet of dye in a glass of water and a drop of food coloring in another. Describe the action.</p> <p>c) To demonstrate filtration, pour a mixture of sand and water through a strainer and tell the results.</p>	<p>On a teacher made pencil and paper test, the student can describe methods of movement through cell membranes with 70% accuracy.</p> <p>On a teacher made pencil and paper test, the student can describe the four kinds of tissue with 100% accuracy.</p> <p>On a pencil and paper test, the student can describe three kinds of membranes with 80% accuracy.</p> <p>On a teacher made pencil and paper test, the student can list the ten major organ systems with 100% accuracy.</p>	<p>Dialysis tubing - American Hospital Supply</p> <p>Chart "Cell Structure and Tissues" Chart No. CA-1, Cram New Era Charts Geo. F. Cram Co., Inc., Indianapolis Indiana</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC III - Introduction of Body Systems

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Match terms related to body systems to correct definitions with 100% accuracy.	Terms and definitions.		When given a list of seven terms and a list of their definitions, the student can match them correctly with 100% accuracy.	
Locate body cavities on a diagram of the body with 100% accuracy.	Body cavities.	Using the Organic Torso model, remove and identify all organs and replace them in the correct body cavity.	On a mimeographed diagram of the body, the student can label the body cavities with 100% accuracy.	
List organs found in each body cavity with 100% accuracy.	Organs in each body cavity.		On a teacher prepared chart, the student can list all organs found in each body cavity with 100% accuracy.	
Locate the abdominopelvic regions on a diagram with 100% accuracy.	Regions of the abdominopelvic area. Quadrants of the abdominopelvic area	Play a game using a diagram of the abdominopelvic regions. Divide into teams. The teacher calls out names of regions. The team getting all names in correct position is winner.	On a diagram of the abdominopelvic area, the student can verbally locate and point out the abdominopelvic regions with 100% accuracy.	
Identify directional terms on a diagram of the body with 100% accuracy.	Directional terms.	Again, divide into teams and the first team which has all its members able to identify directional terms is the winner.	Using a diagram of the body, the student is able to identify verbally all directional terms with 100% accuracy.	
Describe the anatomic planes with 100% accuracy.	Anatomic planes.		On a diagram of the body, the student can label the anatomic planes with 100% accuracy.	Organic Muscular Torso with Head SIMA - 3A

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE TOPIC IV - Integumentary System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Match terms related to integumentary system to correct definition with 80% accuracy.	Terms and definitions.		On a teacher made pencil and paper test, the student can match terms in integumentary system with 80% accuracy.	
Describe the layers of the skin with 70% accuracy.	Layers of the skin.	Listen to the cassette tapes which are included in the "Skin Discovery Pack."	Answer worksheet questions with 100% accuracy.	Discovery Pack with Workbook "The Skin Discovery Pack" Hubbard Discovery Packs Northbrook, Ill.
List the appendages of the skin with 80% accuracy.	Appendages of the skin.	Examine the 3-dimensional model of a section of skin and discuss its information. Use a magnifying glass and microscope to view a specimen of human skin.	On a teacher made paper and pencil test, the student can list the appendages of the skin with 80% accuracy.	
Identify the parts of the skin on a diagram with 80% accuracy.	Parts of the skin.		On a mimeographed diagram of the skin, the student can correctly identify 80% of the parts.	Chart: "The Skin and Its Problems" No. CA-2 George F. Crum Company, Inc. Indianapolis, Ind
Discuss the functions of the integument with 75% accuracy.	Functions of the integument	Use filmstrip "The Skin and Its Functions." Follow this with a discussion of specialized or uncommon functions.	Write a two page discussion of the functions of the integument with 75% accuracy.	Filmstrip "Understanding Your Body-I The Skin and Its Function" Encyclopedia Britannica Educational Corporation
List six health practices which maintain the integrity of the integumentary system with 80% accuracy.	Practices which maintain the integrity of the integumentary system.		On teacher prepared paper and pencil test, the student can correctly list six health practices which maintain the integrity of the integumentary system with 80% accuracy.	References: 1. Principles and Practices of Nursing Care Donna Kitchum Story McGraw/Hill 1976 2. Textbook of Anatomy and Physiology Catherine Parker Anthony C.V. Mosby Co. 1963 3. Textbook of Basic Nursing Thompson/Rosdahl J.B. Lippincott, 1973

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC V - Skeletal System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Match terms relating to skeletal system to correct definitions with 80% accuracy.	Terms and definitions.	Divide into two teams and have a spelling bee with special attention being given to definitions.	On teacher made test, the student can correctly match 80% of the words with their definition.	Filmstrip "Understanding Your Body- The Skeletal System" Encyclopedia Britannica Educational Corporation
List five functions of the skeletal system with 75% accuracy.	Skeletal system functions.		On a teacher made paper and pencil test, the student can list five functions of the skeletal system with 75% accuracy.	
List three components of bones with 90% accuracy.	Composition of bones. The growth of bones.		On a teacher made paper and pencil test, the student can list three components of bones.	
Label the parts of a long bone with 90% accuracy.	Bone markings. Structures of a bone.		Given a diagram of a long bone, the student can label the parts with 90% accuracy.	
Select five types of bones from a list with 75% accuracy.	Types of bones.	Using the five headings of long, short, flat, irregular, and sesamoid, play a bingo type game, using names of bones on the card.	When given a list of bones, the student can indicate which of the five types each is with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC V - Skeletal System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Match terms relating to skeletal system to correct definitions with 80% accuracy.	Terms and definitions.	Divide into two teams and have a spelling bee with special attention being given to definitions.	On teacher made test, the student can correctly match 80% of the words with their definition.	Filmstrip "Understanding Your Body-I The Skeletal System" Encyclopedia Britannica Educational Corporation
List five functions of the skeletal system with 75% accuracy.	Skeletal system functions.		On a teacher made paper and pencil test, the student can list five functions of the skeletal system with 75% accuracy.	
List three components of bones with 90% accuracy.	Composition of bones. The growth of bones. Bone markings.		On a teacher made paper and pencil test, the student can list three components of bones.	
Label the parts of a long bone with 90% accuracy.	Structures of a bone.		Given a diagram of a long bone, the student can label the parts with 90% accuracy.	
Select five types of bones from a list with 75% accuracy.	Types of bones.	Using the five headings of long, short, flat, irregular, and sesamoid, play a bingo type game; using names of bones on the card.	When given a list of bones, the student can indicate which of the five types each is with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC V - Skeletal System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Describe the axial and appendicular skeleton with 75% accuracy.	Divisions of the skeleton.		On a paper and pencil test, the student can accurately describe the axial and appendicular skeleton with 75% accuracy.	Chart: "The Human Skeleton" No. CA-12 George F. Cram Co., Inc. Indianapolis, Indiana
List 3 classifications of joints and give an example of each with 75% accuracy.	Classification of joints according to amount of movement.		On a teacher made pencil and paper test, the student can list 3 classifications of joints and give an example of each with 75% accuracy.	Chart: "Bones and Joints" No. CA-11 Cram New Era Charts George F. Cram Co., Inc. Indianapolis, Indiana
Describe the four types of freely movable joints with 75% accuracy.	Types of freely movable joints.	Show the filmstrip of the skeletal system. Divide into groups and discuss the 1) parts of the system 2) the kinds of joints 3) bone structure and 4) give a summary of each part.	On a teacher made test the student can describe the four types of freely movable joints with 75% accuracy.	References: 1. Textbook of Anatomy and Physiology Catherine Parker Anthony C.V. Mosby Co. 1963
List seven types of movement in joints with 80% accuracy.	Types of movement in joints	Observe the care of a patient in traction.	On a teacher made pencil and paper test, the student can list seven types of movement in joints with 80% accuracy.	
Identify bones of skeleton on a given diagram with 90% accuracy.	The bones of the skeletal system.	Find cut-outs in catalogs or magazines that demonstrate special care being given to the feet.	On a diagram of the human skeleton, the student can identify bones with a 90% accuracy.	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE TOPIC V - Skeletal System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Discuss the effects of age and sex on bone growth with 75% accuracy.	Effects of age and sex on bone growth.	Select students with different kinds of shoes on and have other members decide if shoes are health for posture.	In a report of one page handwritten information, the student can discuss the effects of age and sex on bone growth with 75% accuracy.	References: (cont'd) 2. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott, 1973
Describe differences in female and male pelvis with 75% accuracy.	Differences in female and male pelvis.		In a written paper of 3 or more paragraphs, the student can describe differences in female and male pelvis with 75% accuracy.	
List health practices to maintain the integrity of the skeletal system with 80% accuracy.	Maintaining the integrity of the skeletal system.	Members of the class will demonstrate healthy and desirable postures.	On a pencil and paper test, the student can list 4 health practices to maintain the integrity of the skeletal system with 80% accuracy.	Chart: No. CA-14 "Posture" George F. Cram Company, Inc. Indianapolis, Indiana



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC VI - Muscular System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student should be able to:</p> <p>Match terms related to muscular system to the correct definition with 80% accuracy.</p> <p>Name the three parts of a muscle with 80% accuracy.</p> <p>Describe the major functions of the muscles with 80% accuracy.</p> <p>Discuss the characteristics of muscle tissue with 80% accuracy.</p> <p>Identify the principal skeletal muscles on diagrams with 80% accuracy.</p>	<p>Terms and definitions.</p> <p>Parts of a muscle.</p> <p>Muscle attachment.</p> <p>Major functions of the muscles.</p> <p>Characteristics of muscle tissue.</p> <p>Principal skeletal muscles and their location.</p>	<p>Visit a physical therapy department and observe range of motion exercises.</p> <p>On a pencil and paper teacher made test, the student can describe the major functions of the muscles with 80% accuracy.</p> <p>Identify the principle muscles on a chart.</p> <p>Working in pairs, demonstrate each of ten muscle actions.</p> <p>Demonstrate areas used for intramuscular injections in order to avoid major nerves and blood vessels.</p>	<p>On pencil and paper test, the student can match terms related to the muscular system to the correct definition with 80% accuracy.</p> <p>On a diagram, the student can name the three parts of a muscle with 80% accuracy.</p> <p>On a teacher made pencil and paper test, the student can discuss the characteristics of muscle tissue with 80% accuracy.</p> <p>On diagrams, the student can identify the principal skeletal muscles with 80% accuracy.</p>	<p>Cram - New Era Charts Chart No. CA-13 "The Muscular System"</p> <p>Cram - New Era Charts Chart No. CA-16 "Physical Fitness Through Exercises" George T. Cram Company, Inc. Indianapolis, Indiana</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC VI - Muscular System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List five ways to help maintain the muscular system with 75% accuracy.</p> <p>List two ways to help maintain the cardiac muscles with 75% accuracy</p>	<p>Maintaining the muscular system.</p> <p>Maintaining cardiac muscles.</p>		<p>On a teacher made test, the student can name five ways to help maintain the muscular system with 75% accuracy.</p> <p>On pencil and paper test student can list two ways to help maintain the cardiac muscles with 75% accuracy.</p>	<p>References:</p> <ol style="list-style-type: none"> <li>1. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Co. 1963</li> <li>2. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott, 1973</li> </ol>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC VII - The Digestive System - Alimentary Canal

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>er completing this topic, student should be able to:</p> <p>Match terms related to digestive system to correct definitions with 80% accuracy.</p> <p>Identify the digestive organs on a diagram with 90% accuracy.</p> <p>Distinguish between the organs of the alimentary canal and the accessory organs with 90% accuracy.</p> <p>List five structures of the mouth with 75% accuracy.</p> <p>Describe the structure and functions of the mouth with 75% accuracy.</p>	<p>Terms and definitions.</p> <p>Digestive organs.</p> <p>Alimentary canal and accessory organs.</p> <p>Structures of the mouth.</p> <p>Structures and functions of the mouth.</p>	<p>Work in groups and use the 3-dimensional model and play cassette tapes. Complete work sheets as tapes are playing.</p> <p>Locate digestive organs on model.</p>	<p>On a teacher made test, the student can match terms related to digestive system to correct definitions with 80% accuracy.</p> <p>Using a diagram of the digestive tract, the student can identify the digestive organs with 90% accuracy.</p> <p>When given a list of alimentary canal and accessory organs, the student can distinguish between the two groups with 90% accuracy.</p> <p>On teacher made pencil and paper test, the student can list five structures of the mouth with 75% accuracy</p> <p>On a teacher made pencil and paper test, the student can correctly describe the structure and function of the mouth with 75% accuracy</p>	<p>Hubbard Discovery Pack "Digestive System" Hubbard Scientific Co. Northbrook, Ill.</p> <p>Student Workbook-"Your Body and How It Works - Digestive System" Hubbard Scientific Co. Northbrook, Ill.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC VII - The Digestive System - Alimentary Canal

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>completing this topic, student should be able to:</p> <p>Match terms related to digestive system to correct definitions with 80% accuracy.</p> <p>Identify the digestive organs on a diagram with 90% accuracy.</p> <p>Distinguish between the organs of the alimentary canal and the accessory organs with 90% accuracy.</p> <p>List five structures of the mouth with 75% accuracy.</p> <p>Describe the structure and functions of the mouth with 75% accuracy.</p>	<p>Terms and definitions.</p> <p>Digestive organs.</p> <p>Alimentary canal and accessory organs.</p> <p>Structures of the mouth.</p> <p>Structures and functions of the mouth.</p>	<p>Work in groups and use the 3-dimensional model and play cassette tapes. Complete work sheets as tapes are playing.</p> <p>Locate digestive organs on model.</p>	<p>On a teacher made test, the student can match terms related to digestive system to correct definitions with 80% accuracy.</p> <p>Using a diagram of the digestive tract, the student can identify the digestive organs with 90% accuracy.</p> <p>When given a list of alimentary canal and accessory organs, the student can distinguish between the two groups with 90% accuracy.</p> <p>On teacher made pencil and paper test, the student can list five structures of the mouth with 75% accuracy.</p> <p>On a teacher made pencil and paper test, the student can correctly describe the structure and functions of the mouth with 75% accuracy.</p>	<p>Hubbard Discovery Pack "Digestive System" Hubbard Scientific Co. Northbrook, Ill.</p> <p>Student Workbook-"Your Body and How It Works - Digestive System" Hubbard Scientific Co. Northbrook, Ill.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC VII - The Digestive System - Alimentary Canal (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Identify the parts of the stomach on a diagram with 75% accuracy.	Parts of the stomach.	Attend a dietitian's class on teaching a special diet to a group of patients.	On a diagram of the stomach, the student can identify the parts with 75% accuracy.	Chart: "Anatomy of Digestion" No. 18 New Era Charts George F. Cram Co. Inc. Indianapolis, Ind.
Discuss the functions of the stomach with 75% accuracy.	Functions of the stomach.		On a teacher made pencil and paper test, the student can discuss the functions of the stomach with 75% accuracy.	
Describe the structure of the small intestine with 75% accuracy.	Structure of small intestine.		On a written question prepared by the teacher, the student can describe the structure of the small intestine with 75% accuracy.	Organic Muscular Torso with Head SIWA-3A
Discuss function of small intestine with 75% accuracy.	Functions of the small intestine.		On a paper and pencil test prepared by the teacher, the student can discuss the function of the small intestine with 75% accuracy.	
Identify parts of the large intestine with 75% accuracy.	Parts of the large intestine.	Handle the torso model and repetitively follow the path of food from the mouth to the anus.	On the model of the human body, the student can identify the parts of the large intestine with 75% accuracy.	References: 1. Textbook of Basic Nursing Thompson/Kosdahl J. B. Lippincott, 1971 2. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Company, 1963
Discuss functions of the large intestine.	Functions of the large intestine.		On pencil and paper teacher made test, the student can discuss the functions of the large intestine with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC VIII - Digestive System (cont'd)  
(Accessory Organs and Digestion)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
List the salivary glands giving their location with 75% accuracy.	The salivary glands.	View filmstrip - "The Digestive System"	On a teacher made test, the student can list the salivary glands, giving their location with 75% accuracy.	Filmstrip "Understanding Your Body - Part II The Digestive System"
Identify the liver, pancreas, and adjacent structures on a diagram with 80% accuracy.	Liver, pancreas, and adjacent structures.		On a torso model, the student can identify the liver, pancreas and adjacent structures with 80% accuracy.	"Understanding Your Body - Part II The Teeth and Eating" Published by: Encyclopedia Britannica Education Corporation
Describe the structure of the liver with 75% accuracy.	Structure of the liver.		In written paragraph form, the student can describe the structure of the liver with 75% accuracy.	Filmstrip "The Digestive System" Robert J. Brady Company
List six functions of the liver with 90% accuracy.	Functions of the liver.		On a pencil and paper test, the student can name the functions of the liver with 90% accuracy.	References: 1. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Company, 1963 2. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott, 1973
Name the function of the gallbladder with 90% accuracy.	Function of the gallbladder.		On a pencil and paper test, the student can name the functions of the gallbladder with 90% accuracy.	
Discuss the function of the pancreas with 75% accuracy.	Function of the pancreas.		On a pencil and paper test, the student can discuss the function of the pancreas with 75% accuracy.	
List one enzyme from the mouth, stomach, and small intestine giving what each acts upon with 75% accuracy.	Principal digestive enzyme.		On a teacher made test, the student can list one enzyme from the mouth, stomach and small intestine giving what each acts upon with	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC VIII - Digestive System (cont'd)  
(Accessory Organs and Digestion)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Describe the general digestive process.	Digestion.		On a teacher made pencil and paper test, the student describes the general digestive process with 75% accuracy.	
Discuss mechanical digestion.	Mechanical digestion.		On a teacher made pencil and paper test, the student can discuss mechanical digestion with 75% accuracy.	
Discuss chemical digestion.	Chemical digestion.		On a teacher made pencil and paper test, the student can discuss chemical digestion with 75% accuracy.	
List the sites of food absorption and the types of foods assimilated in each area.	Sites of absorption of food.		On a pencil and paper test, the student can list the sites of food absorption and the types of foods assimilated in each area with 75% accuracy.	
List three classes of end products of digestion that are absorbable.	Absorbable end products of digestion.		On a teacher made pencil and paper test, the student can list three classes of end products of digestion that are absorbable with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC VIII - Digestive System (cont'd)  
(Accessory Organs and Digestion)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
List seven factors necessary for maintaining the digestive system with 75% accuracy.	Maintaining the Digestive System.		On a teacher made test the student can list seven factors necessary for maintaining the digestive system with 75% accuracy.	
Trace the digestion of a meal with 75% accuracy.	Maintaining the digestive system.		On a diagram, the student can trace the digestion of a meal with 75% accuracy.	



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE TOPIC IX - The Blood

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
After completing this topic, the student should be able to:				
Match terms related to the blood to the correct definition with 80% accuracy.	Terms and definitions.		On pencil and paper test, the student can match terms related to the correct definitions with 80% accuracy.	References: 1. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Co., 1963 2. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott Co. 1973 3. Blood Saturday Review Press/E.P. Dutton
Discuss three general functions of the blood with 75% accuracy.	General functions of the blood.	Use a microscope and look at the different types of blood cells, identifying them as they are seen.	In a written paragraph, the student can discuss three general functions of the blood with 75% accuracy.	
List three physical characteristics of blood with 75% accuracy.	Physical characteristics of blood.		On a teacher made pencil and paper test, the student can list three physical characteristics of blood with 75% accuracy.	Hubbard Discovery Pack "Circulatory System" Hubbard Scientific Co. McLaren, Ill.
List eight principal components of blood with 80% accuracy.	Principal components of blood.		On a teacher made pencil and paper test, the student can list eight principal components of blood with 80% accuracy.	
Describe the erythrocytes with 75% accuracy.	Erythrocytes		On a teacher made pencil and paper test, the student can describe erythrocytes with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC IX - The Blood (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List two types of leukocytes and discuss their characteristics with 75% accuracy.</p> <p>Describe platelets with 75% accuracy.</p>	<p>Types and characteristics of leukocytes.</p> <p>Platelets</p>	<p>Make a chart comparing the blood cells -</p> <ul style="list-style-type: none"> <li>structure</li> <li>origin</li> <li>characteristics</li> <li>functions</li> </ul>	<p>On a teacher made pencil and paper test, the student can list two types of leukocytes and discuss their characteristics with 75% accuracy.</p> <p>In written paragraph form, the student can describe platelets with 75% accuracy.</p>	
<p>List one function of each of the formed elements with 75% accuracy.</p> <p>Discuss blood clotting in the blood vessels with 75% accuracy.</p>	<p>Functions of the formed elements.</p> <p>Blood clotting in the blood vessels.</p>	<p>View the film "Memo The Magnificent"</p>	<p>On a teacher made pencil and paper test, the student can list one function of the formed elements with 75% accuracy.</p> <p>In written paragraph form, the student can discuss blood clotting in the blood vessels with 75% accuracy.</p>	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC IX - The Blood (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List four reasons for blood transfusions with 75% accuracy.</p> <p>List four blood groups with 75% accuracy.</p> <p>Discuss the importance of determination of blood type with 75% accuracy.</p> <p>Discuss the Rh factor.</p> <p>List three routine blood studies with 90% accuracy</p>	<p>Reasons for transfusions.</p> <p>Blood groups.</p> <p>Importance of determination of blood type.</p> <p>Rh factor.</p> <p>Routine blood studies.</p>	<p>Invite representative from local blood bank to speak on blood grouping, typing and blood donor program.</p>	<p>On a teacher made pencil and paper test, the student can list four reasons for blood transfusions with 75% accuracy.</p> <p>On a teacher made pencil and paper test, the student can list four blood groups with 75% accuracy.</p> <p>On a teacher made pencil and paper test, the student can discuss the importance of determination of blood type with 75% accuracy</p> <p>In written paragraph form, the student can discuss the Rh factor with 75% accuracy.</p> <p>On a teacher made pencil and paper test, the student can list three routine blood studies with 90% accuracy.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC X - Circulatory System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
After completing this topic, the student should be able to:				
Match terms related to circulatory system to their definitions with 80% accuracy.	Terms and definitions.	21	On a teacher made pencil and paper test the student can match terms related to circulatory system to their definitions with 80% accuracy.	
List the parts of the circulatory system.	Parts of the circulatory system.	Complete the worksheet on structure of the circulatory system while listening to the cassette tape.	On a teacher made pencil and paper test the student can list the parts of the circulatory system with 75% accuracy.	
List four functions of the circulatory system with 75% accuracy.	Functions of the circulatory system.		On a teacher made pencil and paper test the student can list four functions of the circulatory system with 75% accuracy.	
Identify the structures of the heart on a diagram with 90% accuracy.	Structure of the heart.	Prepare a worksheet of the heart labeling its parts. Color the oxygen-poor vessels and compartments a blue color. Draw arrows to show the path of the oxygen-poor blood as it passes through the heart.	On a prepared diagram the student can identify the structures of the heart with 90% accuracy.	
Describe the blood supply to the heart with 80% accuracy.	Blood supply to the heart.		In a written paragraph, the student can describe the blood supply to the heart with 80% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC X - Circulatory System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Discuss the physiology of the heart with 75% accuracy.	Physiology of the heart.		On a teacher made pencil and paper test, the student can discuss the physiology of the heart with 75% accuracy.	
Describe the structure and function of the blood vessels with 75% accuracy.	Structure and function of blood vessels.		In a one page written report, the student can describe the structure and function of the blood vessels with 75% accuracy.	
Trace circulation of one drop of blood throughout the body, giving the area where carbon dioxide is exchanged for oxygen and the area where food is exchanged for waste products.	Circulation of blood.	Use the circulatory system model and trace the movement of the blood through the heart and circulatory system.	On a diagram prepared for this purpose, the student can trace one drop of blood throughout the body, giving the area where carbon dioxide is exchanged for oxygen and the area where food is exchanged for waste products with 90% accuracy.	
Locate the major arteries and veins on given diagrams with 90% accuracy.	Principal arteries and veins.		On a diagram prepared by the teacher, the student can locate the major arteries and veins with 90% accuracy.	
List major arteries and veins supplying the head with 75% accuracy.	Blood supply to the head.		On a teacher made test the student can list the major arteries and veins supplying the head with 75% accuracy.	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC X - Circulatory System (cont'd)

OBJECTIVES.	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Trace the blood through the portal circulation with 75% accuracy.	Portal circulation.		On a teacher made test, the student can trace the blood through the portal circulation with accuracy.	
Describe the lymphatic system with 75% accuracy.	Lymphatic system.		In a written paragraph, the student can describe the lymphatic system with 75% accuracy.	
List two functions of the lymph system with 75% accuracy.	Functions of the lymph system.		On a teacher made pencil and paper test, the student can list two functions of the lymph system with 75% accuracy.	
Describe the spleen with 75% accuracy.	Spleen.		In a written paragraph, the student can describe the spleen with 75% accuracy.	
List four functions of the spleen with 75% accuracy.	Functions of the spleen.		On a teacher made pencil and paper test, the student can list four functions of the spleen with 75% accuracy.	
Describe the pulse with 75% accuracy.	Pulse.	Listen to the tape "Your Heart" and complete experiment and worksheet on your pulse.	On a teacher made pencil and paper test, the student can describe the pulse with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC X - Circulatory System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
List eight ways to help prevent heart and circulatory ailments with 75% accuracy.	Prevention of heart circulatory ailments.	<p>Play the "Health and Circulation" tape, filling in the worksheet on protecting your circulatory system.</p> <p>Look for news articles related to heart disease or other articles reporting new or improved treatment of heart conditions. Bring these to class for display or oral report.</p>	On a teacher made pencil and paper test, the student can list eight ways to help prevent heart and circulation ailments with 75% accuracy.	

97

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC XI - The Respiratory System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>After completing this topic, the student should be able to:</p> <p>Match terms related to the respiratory system to the correct definition with 80% accuracy.</p> <p>Name the fundamental purposes of breathing with 75% accuracy.</p> <p>Differentiate between the two kinds of respiration with 75% accuracy.</p> <p>Identify the structures of the respiratory system on a diagram.</p>	<p>Terms and definitions.</p> <p>Fundamental purposes of breathing.</p> <p>Kinds of respiration.</p> <p>Structures of the respiratory system.</p>	<p>• Play the Discovery Pack tapes and complete the accompanying work sheets.</p> <p>Use the Hubbard model and trace the path of air into the lungs.</p>	<p>On a teacher made test, the student can match terms related to the respiratory system to the correct definition with 80% accuracy.</p> <p>On a teacher made pencil and paper test, the student can name the fundamental purposes of breathing with 75% accuracy.</p> <p>On a teacher made pencil and paper test, the student can differentiate between the two kinds of respiration with 75% accuracy.</p> <p>On a diagram, the student can identify the structure of the respiratory system with 80% accuracy.</p>	



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC XI - The Respiratory System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Discusses the mechanics of breathing.</p> <p>List the average rate of respirations and six factors that affect respiratory rate with 100% accuracy.</p> <p>Discuss ways breathing is controlled with 75% accuracy.</p> <p>Describe four types of respiration with 100% accuracy.</p> <p>List six practical aspects of protecting the respiratory system with 75% accuracy.</p>	<p>Mechanics of breathing.</p> <p>Respiratory rates.</p> <p>Control of breathing.</p> <p>Types of respiration.</p> <p>Some practical aspects of protecting the respiratory system.</p>	<p>Bring in a newspaper article that demonstrates how clean air improves the efficiency of the respiratory system.</p> <p>Complete a report on an outside reading concerning respiration.</p>	<p>On a teacher made test, the student can discuss the mechanics of breathing with 75% accuracy.</p> <p>On a teacher made test, the student can list the average rate of respirations and six factors that affect respiratory rate with 100% accuracy.</p> <p>On a teacher made test, the student can discuss ways breathing is controlled with 75% accuracy.</p> <p>On a teacher made test, the student can describe four types of respiration with 100% accuracy.</p> <p>On a teacher made pencil and paper test the student can list six practical aspects of protecting the respiratory system with 75% accuracy.</p>	<p>Chart: Cram New Era Charts CA-19 Anatomy of Respiration George F. Cram Co., Inc. Indianapolis, Ind.</p> <p>References: 1. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Co. 2. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott, 1973</p>

# CURRICULUM FOR HEALTH OCCUPATIONS-SECONDARY SCHOOLS

UNIT TITLE TOPIC XII - Urinary System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
After completing this course, the student should be able to:				
Match terms of urinary system to the correct definition with 80% accuracy.	Terms and definitions.		On a teacher made pencil and paper test the student can match the terms related to the urinary system to their definitions with 80% accuracy.	References:
List the four excretory systems and their waste products with 75% accuracy.	Excretory systems and their waste products.		On a teacher made pencil and paper test the student can list the four excretory systems and their waste products with 75% accuracy.	1. Being a Nursing Aide 2nd Ed. HRET 2. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby 1963 3. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott Co., 1973
Identify the structures of the urinary system on a diagram with 100% accuracy.	Structures of the urinary system.		On a diagram, the student can identify the structure of the urinary system with 100% accuracy.	Chart: The Urinary Tract CA-22 Cram New Era Charts George F. Cram Co. Indianapolis, Indiana
Describe the location and structure of the kidneys with 75% accuracy.	Location and structure of the kidneys.	Examine a beef kidney and record and report the findings	In paragraph form, the student can describe the location and structure of the kidneys with 75% accuracy.	Filmstrip "Understanding Your Body II Urinary System" Encyclopedia Britannica Educational Corporation
Describe the three principle parts of the kidney with 75% accuracy.	Principle parts of the kidney.		On a teacher made pencil and paper test the student can describe the three principle parts of the kidney with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC XII - Urinary System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Name three main functions of the kidneys with 75% accuracy.	Main functions of the kidneys.		On a teacher made pencil and paper test the student can name the three main functions of the kidneys with 75% accuracy.	
Describe the structure and function of the ureters with 75% accuracy.	Structure and function of the ureters.	Visit a hemodialysis unit and see pump in action.	On a teacher made pencil and paper test the student can describe the structure and function of the ureters with 75% accuracy.	
Describe the location, structure and function of the bladder with 75% accuracy.	Location, structure and function of the bladder.		On a teacher made pencil and paper test the student can describe the location, structure and function of the bladder with 75% accuracy.	
Describe the structures of the male and female urethra, giving its function with 75% accuracy.	Structure and function of the urethra.		In paragraph form, the student can describe the structure of the male and female urethra, giving its function with 75% accuracy.	
List three terms that mean "expelling urine" with 100% accuracy.	Terms that mean "expelling urine."		On a teacher made pencil and paper test the student can list three terms that mean "expelling urine" with 100% accuracy.	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE TOPIC XII - The Urinary System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Select the normal and abnormal constituents of urine from a list with 75% accuracy.</p> <p>Match the normal values to the characteristics of urine with 75% accuracy.</p> <p>List four ways to maintain a healthy urinary system with 75% accuracy.</p>	<p>Urine.</p> <p>Characteristics of urine.</p> <p>Maintenance of a healthy urinary system.</p>	<p>Collect a urine specimen; using Ames Multistix Test pH, albumin, sugar, acetone, occult blood, bilirubin, urobilinogen.</p>	<p>When given a list of constituents of urine the student can select the normal and abnormal with 75% accuracy.</p> <p>On a pencil and paper test, the student can match the normal values to the characteristics of urine with 75% accuracy.</p> <p>On a pencil and paper teacher made test, the student can list four ways to maintain a healthy urinary system with 75% accuracy.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE TOPIC XIII - Nervous System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>After completing this topic, the student should be able to:</p> <ul style="list-style-type: none"> <li>Match terms related to nervous system to the correct definition with 80% accuracy.</li> <li>List four functions of the nervous system.</li> <li>List the three subdivisions of the nervous system and their components with 75% accuracy.</li> <li>Describe three types of neurons.</li> <li>Describe the transmission of nerve signals giving an example with 75% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Terms and definitions.</li> <li>Functions of the nervous system.</li> <li>Subdivision of the nervous system and their components.</li> <li>Types of neurons.</li> <li>Transmission of nerve signals.</li> </ul>	<p>View filmstrip "The Nervous System." Answer questions asked in the introduction.</p>	<p>On a paper and pencil test, the student correctly matches 80% of the terms presented.</p> <p>On a teacher made paper and pencil test, the student can list four functions of the nervous system with 75% accuracy.</p> <p>On a teacher made pencil and paper test the student can list three subdivisions of the nervous system and their components with 75% accuracy.</p> <p>In written paragraphs the student can describe three types of neurons.</p> <p>In written paragraphs the student can describe the transmission of nerve signals giving an example with 75% accuracy.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE: TOPIC XIII - Nervous System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Discuss the purposes of spinal fluid with 75% accuracy.	Spinal fluid - its purpose.		On teacher made pencil and paper test, the student can discuss the purpose of spinal fluid with 75% accuracy.	
List the number and four general functions of cranial nerves with 75% accuracy.	Functions of cranial nerves.	Use collection of materials to check cranial nerves.	On a teacher made pencil and paper test, the student can list the number and four general functions of cranial nerves with 75% accuracy.	
Name the function and divisions of the autonomic nervous system with 75% accuracy.	Functions and divisions of autonomic nervous system.		On a teacher made pen and paper test, the student can name the function and divisions of the autonomic nervous system with 75% accuracy.	
List eight ways to maintain the nervous system with 75% accuracy.	Maintenance of the nervous system.		On pencil and paper test, the student can list eight ways to maintain the nervous system with 75% accuracy.	
Demonstrate the ability to: a) test reflexes b) identify parts of a brain c) test cranial nerves with 75% accuracy.		Test reflexes on other student. Use a percussion hammer to check: plantar reflex, ankle jerk, knee jerk.	In an individual demonstration of testing reflexes, identifying parts of the brain and testing cranial nerves, the student can perform with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE - TOPIC XIII - Nervous System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Identify the main parts of the central nervous system on a diagram with 75% accuracy.	Parts of the central nervous system.		On a diagram, the student can identify the main parts of the central nervous system with 75% accuracy.	
Name the functions of each of the three areas of the cerebral cortex with 75% accuracy.	Functions of the cerebral cortex.		On a teacher made test, the student can name the functions of each of the three areas of the cerebral cortex with 75% accuracy.	
Match the parts of the brain with their function with 75% accuracy.	Functions of the brain.	Use film "Gateways to the Mind." Follow with a group discussion.	On a list of parts of the brain and a list of functions, the student can match them with 75% accuracy.	
Describe the spinal cord with 75% accuracy.	Spinal cord.	Examine an animal brain that has been obtained from packing house or some other source.	In a written paragraph, the student can describe the spinal cord with 75% accuracy.	
List two functions of the spinal cord with 75% accuracy.	Functions of the spinal cord.		On a teacher made pencil and paper test the student can list two functions of the spinal cord with 75% accuracy.	
Discuss blood supply to the brain with 75% accuracy.	Blood supply to the brain.		In a written paragraph, the student can discuss the blood supply to the brain with 75% accuracy.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC XIV - Sensory System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
After completing this topic, the student should be able to:				
Match terms related to special senses to the correct definitions with 90% accuracy.	Terms and definitions.	View filmstrips on taste, smell, touch, ears, and eyes.	On pencil and paper test, the student can match terms related to special senses to the correct definition with 75% accuracy.	References:
Name five of the most important senses with 75% accuracy.	Most important of senses.	Experiments in measuring vision using Snellen Eye Chart.	On pencil and paper test, the student can name five of the most important senses with 75% accuracy.	1. Being a Nursing Aide 2nd Ed. HRET
Describe the protection of the eye with 75% accuracy.	Protection of the eye. Care of the eyes.	Testing hearing: by having person stand 15 feet away from examiner. Have him cover the ear closest to the examiner with his hand to see if he can hear examiner's whisper with the uncovered ear.	In a written paragraph, the student can describe the protection of the eye with 75% accuracy.	2. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Co. 1963
Match the structures of the eye to their descriptions with 75% accuracy.	Structures of the eye and their functions.	Testing equilibrium: ask the person to raise his arms straight out to the side and touch his index fingers together first with the eyes open and then with the eyes closed.	In a matching of terms, the student can match the structure of the eye to their descriptions with 75% accuracy.	3. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott, Co. 1973
Match the accessory eye structures to their descriptions.	Accessory eye structures.		The student can match the eye structures to their descriptions with 75% accuracy.	4. Hubbard Discovery Pack The Eye The Ear Hubbard Company Northbrook, Ill.
				Filmstrips:
				"Understanding Your Body I"
				1. "Taste, Smell and Touch"
				2. "The Ears and Hearing"
				3. "The Eyes and Seeing"
				Encyclopedia Britannica Education Corporation
				Other Materials:
				Snellen Eye Chart



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC XIV - Sensory System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>After completing this topic, the student should be able to:</p> <p>Match terms related to special senses to the correct definitions with 80% accuracy.</p> <p>Name five of the most important senses with 75% accuracy.</p> <p>Describe the protection of the eye with 75% accuracy.</p> <p>Match the structures of the eye to their descriptions with 75% accuracy.</p> <p>Match the accessory eye structures to their descriptions.</p>	<p>Terms and definitions.</p> <p>Most important of senses.</p> <p>Protection of the eye. Care of the eyes.</p> <p>Structures of the eye and their functions.</p> <p>Accessory eye structures.</p>	<p>View filmstrips on taste, smell, touch, ears, and eyes.</p> <p>Experiments in measuring vision using Snellen Eye Chart.</p> <p>Testing hearing: by having person stand 15 feet away from examiner. Have him cover the ear closest to the examiner with his hand to see if he can hear examiner's whisper with the uncovered ear.</p> <p>Testing equilibrium: ask the person to raise his arms straight out to the side and touch his index fingers together first with the eyes open and then with the eyes closed.</p>	<p>On pencil and paper test, the student can match terms related to special senses to the correct definition with 75% accuracy.</p> <p>On pencil and paper test, the student can name five of the most important senses with 75% accuracy.</p> <p>In a written paragraph, the student can describe the protection of the eye with 75% accuracy.</p> <p>In a matching of terms, the student can match the structure of the eye to their descriptions with 75% accuracy.</p> <p>The student can match the eye structures to their descriptions with 75% accuracy.</p>	<p>References:</p> <ol style="list-style-type: none"> <li>1. Being a Nursing Aide 2nd Ed. HRET</li> <li>2. Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Co. 1963</li> <li>3. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott, Co. 1973</li> <li>4. Hubbard Discovery Pack The Eye The Ear Hubbard Company Northbrook, Ill.</li> </ol> <p>Filmstrips:</p> <p>"Understanding Your Body I"</p> <ol style="list-style-type: none"> <li>1. "Taste, Smell and Touch"</li> <li>2. "The Ears and Hearing"</li> <li>3. "The Eyes and Seeing"</li> </ol> <p>Encyclopedia Britannica Education Corporation</p> <p>Other Materials:</p> <p>Snellen Eye Chart</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC XIV - Sensory System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Match the structures of the ear to their descriptions with 75% accuracy.	Structures and functions of the ear.	Using the Eye and Ear Discovery Packs, listen to cassette tapes and perform activities in workbooks.	In a matching test, the student can match the structures of the ear to their description with 75% accuracy.	
List two ways to care for the ears with 75% accuracy.	Caring for the ears.	Have panel discussion on "How drug use affects the senses".	On pencil and paper test, the student can list three ways to care for the ears with 75% accuracy.	
Discuss the sense of taste with 75% accuracy.	Sense of taste.		In paragraph form, the student can discuss the sense of taste with 75% accuracy.	
Discuss the sense of smell with 75% accuracy.	Sense of smell.		In paragraph form, the student can discuss the sense of smell with 75% accuracy.	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE TOPIC XV - Endocrine System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>After completing this topic, the student should be able to:</p> <p>Match terms relating to the correct definition with 80% accuracy.</p> <p>Distinguish between exocrine and endocrine glands with 70% accuracy.</p> <p>List six fundamental facts about endocrine glands with 70% accuracy.</p> <p>Identify the endocrine glands on a given diagram with 70% accuracy.</p> <p>List four general characteristics of hormones with 70% accuracy.</p> <p>Name the hormones and their functions when given the names of the major glands with 70% accuracy.</p>	<p>Terms and definitions.</p> <p>Glands</p> <p>Fundamental facts about endocrine glands.</p> <p>Endocrine glands.</p> <p>General characteristics of hormones.</p> <p>Major endocrine glands, their hormones and functions.</p>	<p>Make chart describing: gland, hormone secreted and function of hormone.</p> <p>Divide into groups, discuss and report on the endocrine relationship with other systems of the body: nervous system, circulatory system, digestive system, reproductive system.</p> <p>Select one hormone substance and write a report on its origin, function and effects of abnormal production.</p>	<p>On a paper and pencil test, the student can correctly match 80% of the terms presented.</p> <p>Given a list of glands the student can divide them into exocrine and endocrine with 75% accuracy.</p> <p>On a pencil and paper test, the student can list six fundamental facts about endocrine glands with 75% accuracy.</p> <p>On a diagram, the student can identify the endocrine glands with 75% accuracy.</p> <p>On a pencil and paper test, the student can list four general characteristics of hormones with 70% accuracy.</p> <p>When given the name of the major glands, the student can name their hormones with 70% accuracy.</p>	<p>References:</p> <ol style="list-style-type: none"> <li>1. Being a Nursing Aide 2nd Ed. MRET</li> <li>2. Textbook of Anatomy and Physiology Catherine Parker Anthony, C. V. Mosby Co. 1963</li> <li>3. Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott Co. 1971</li> </ol> <p>Filmstrips:</p> <p>"Understanding Your Body - II The Endocrine System" Encyclopedia Britannica Educational Corporation</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE TOPIC XV - Endocrine System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List two other organs that secrete hormones with 70% accuracy.</p> <p>List four ways of maintaining the endocrine system with 70% accuracy.</p> <p>Discuss the relationship between the endocrine system and other systems of the body with 70% accuracy.</p>	<p>Other organs that secrete hormones.</p> <p>Maintaining the endocrine system.</p>		<p>On a pencil and paper test, the student can list two other organs that secrete hormones with 70% accuracy.</p> <p>Or a pencil and paper test, the student can list four ways of maintaining the endocrine system with 70% accuracy.</p> <p>In paragraph form, the student can discuss the relationship between the endocrine system and other systems of the body with 70% accuracy.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT TITLE TOPIC XVI - Reproductive System

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>After completing this topic, the student should be able to:</p> <ul style="list-style-type: none"> <li>Match terms related to the reproductive system to the correct definition with 80% accuracy.</li> <li>List three functions of the reproductive system with 75% accuracy.</li> <li>List three fundamental facts about the reproductive system with 75% accuracy.</li> <li>Identify the parts and adjacent structures of the male reproductive system on a given diagram with 75% accuracy.</li> <li>List the location and functions of the male external organs with 75% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Terms and definitions.</li> <li>Functions of the reproductive system.</li> <li>Fundamental facts about the reproductive system.</li> <li>Male reproductive system and adjacent structures.</li> <li>Location and functions of male external organs.</li> </ul>	<ul style="list-style-type: none"> <li>View the filmstrip on "The Reproductive System." Answer questions asked in the introduction.</li> <li>Visit a nursery and obstetrical unit in one of the local hospitals.</li> </ul>	<ul style="list-style-type: none"> <li>On a pencil and paper test, the student can match terms related to the reproductive system with 80% accuracy.</li> <li>On pencil and paper test, the student can list three functions of the reproductive system with 75% accuracy.</li> <li>On pencil and paper test, the student can list three fundamental facts about the reproductive system with 75% accuracy.</li> <li>On a given diagram, the student can identify the parts and adjacent structures of the male reproductive system with 75% accuracy.</li> <li>On pencil and paper test, the student can list the location and functions of the male external organs with 75% accuracy.</li> </ul>	<p>References:</p> <ol style="list-style-type: none"> <li>Being A Nursing Aide 2nd Ed. HRET</li> <li>Textbook of Anatomy and Physiology Catherine Parker Anthony C. V. Mosby Co. 1963</li> <li>Textbook of Basic Nursing Thompson/Rosdahl J. B. Lippincott Co. 1973</li> </ol> <p>Other Materials:</p> <ol style="list-style-type: none"> <li>Wall plaque "Cell to Embryo" Fisher Company</li> <li>Transparencies: Human Physiology and Anatomy - Reproduction</li> </ol> <p>Filmstrips</p> <ol style="list-style-type: none"> <li>"Understanding Your Body - I The Reproduction System" Encyclopedia Britannica Education Corporation</li> </ol>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC XVI - Reproductive System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>List the location and functions of the male internal organs with 75% accuracy.</p> <p>Identify the parts and adjacent structures of the female reproductive system on a given diagram with 75% accuracy.</p> <p>List the location and functions of the female external organs with 75% accuracy.</p> <p>List the location and functions of the female internal organs with 75% accuracy.</p>	<p>Location and functions of male internal organs.</p> <p>Female reproductive system and adjacent structures.</p> <p>Location and function of female external organs and adjacent structures.</p> <p>Location and function of female external organs and adjacent structures.</p>	<p>Make a list of false ideas about menstruation and menopause, which have been passed from generation to generation.</p> <p>Have a group discussion about how this unit has changed your thinking about menstruation and menopause.</p>	<p>On pencil and paper test, the student can list the location and functions of the male internal organs with 75% accuracy.</p> <p>On a diagram, the student can identify the parts and adjacent structures of the female reproductive system with 75% accuracy.</p> <p>On a teacher made pencil and paper test the student can list the location and functions of the female external organs with 75% accuracy.</p> <p>On a pencil and paper test, the student can list the location and functions of the female internal organs with 75% accuracy.</p>	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: TOPIC XVI - Reproductive System (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Describe the menstrual cycle with 75% accuracy.</p> <p>Discuss menopause with 75% accuracy.</p> <p>List four ways to maintain the health of the male reproductive system with 75% accuracy</p> <p>List six ways to maintain the health of the female reproductive system with 75% accuracy</p>	<p>Menstrual cycle.</p> <p>Menopause</p> <p>Maintaining the health of the male reproductive system.</p> <p>Maintaining the health of the female reproductive system.</p>		<p>In paragraph form, the student can describe the menstrual cycle with 75% accuracy.</p> <p>On pencil and paper test, the student can discuss menopause with 75% accuracy.</p> <p>On pencil and paper test, the student can list four ways to maintain the health of the male reproductive system with 75% accuracy.</p> <p>On pencil and paper test, the student can list six ways to maintain the health of the female reproductive system with 75% accuracy.</p>	

UNIT V: INTRODUCTION TO NUTRITION

Unit Description: The first section of the unit is designed to introduce students to the basic principles of nutrition. The second section is planned to help the student apply those principles in a practical way.

It is suggested that 30 hours be used to present the first section and that the remaining 60 hours be spent on the second section.

Goals: The goal of the unit is to prepare future health care workers to perform with competency on the job and also to meet the growing public need for reliable information on issues concerning food and health.



## UNIT CONTENTS - Introduction to Nutrition

### Topics

1. Overview of Nutrition
2. Carbohydrates
3. Fats
4. Proteins
5. Vitamins
6. Minerals
7. Water
8. Digestion and Absorption
9. Metabolism
10. Adequate Diet
11. Food Habits
12. Prenatal Nutrition
13. Infant Nutrition
14. Child Nutrition
15. Adolescent Nutrition

16. Nutrition for the Elderly

17. Diet and Obesity

18. Diet and Heart Disease

19. Food - Selection and Handling

Part I - Basic Principles  
A. Nutrients

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Overview of Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly state what nutrition is.</p> <p>Correctly state what a nutrient is.</p> <p>Correctly list three examples of what nutrients may do to the body.</p> <p>Correctly list the six classes of nutrients.</p> <p>State what a food is.</p> <p>Correctly differentiate between a food and a nutrient.</p> <p>Correctly define the phrase "nutritional status."</p> <p>Correctly list five reasons for maintaining a good nutritional status.</p> <p>Correctly state one commonly observed sign of poor nutritional status.</p> <p>Correctly spell a list of words relating to the overview of nutrition.</p>	<p><u>Overview of Nutrition</u></p> <p>Nutrition - definition of Nutrient</p> <ol style="list-style-type: none"> <li>Definition</li> <li>Functions - general example of <ol style="list-style-type: none"> <li>supply energy</li> <li>help body grow</li> <li>help repair tissues</li> <li>help regulate body</li> </ol> </li> </ol> <p>(Stress that different nutrients have different functions which will be presented in subsequent topics)</p> <ol style="list-style-type: none"> <li>Kinds (6 classes) <ol style="list-style-type: none"> <li>carbohydrates</li> <li>fats</li> <li>proteins</li> <li>vitamins</li> <li>minerals</li> <li>water</li> </ol> </li> <li>Food <ol style="list-style-type: none"> <li>Definition</li> <li>Distinguished from a nutrient</li> </ol> </li> </ol> <p>Nutritional status</p> <ol style="list-style-type: none"> <li>Definition</li> <li>Reasons for maintaining a good nutritional status <ol style="list-style-type: none"> <li>normal growth</li> <li>normal development</li> <li>normal maintenance</li> <li>normal reproduction</li> <li>normal resistance to disease</li> </ol> </li> </ol>	<p>Prior to reading the text, hand in written definitions of the following terms to be read aloud by instructor and discussed by class:</p> <ol style="list-style-type: none"> <li>nutrition</li> <li>nutrient</li> <li>food</li> </ol> <p>Read assigned pages in text that relate to topics covered in content.</p> <p>Discuss the following topics:</p> <ol style="list-style-type: none"> <li>Is poor diet always reflected in appearance, energy levels or present health.</li> <li>How poor diet could have short and long range effects.</li> </ol> <p>Fill out a <u>diet and health</u> work sheet on which the student will indicate degree of agreement or disagreement with a list of statements regarding their personal values on diet and health</p> <ol style="list-style-type: none"> <li>I am concerned about the quality of food I eat.</li> <li>I usually consider nutrition when I choose food.</li> <li>The food I eat affects my health.</li> </ol>	<p>On a teacher made test, student will</p> <ol style="list-style-type: none"> <li>Correctly define "nutrition"</li> <li>Correctly define "nutrient"</li> <li>List three examples of what nutrients may do to the body</li> <li>Identify the nutrients in a list of both foods and nutrients</li> <li>Correctly state what a food is</li> <li>Differentiate between a food and a nutrient using a true-false question (eg, "protein is a food" true or false)</li> <li>Correctly observed sign of good nutrition</li> </ol> <p>On a teacher made quiz, student will:</p> <ol style="list-style-type: none"> <li>Correctly spell list of words relating to the overview of nutrition.</li> <li>Define the same words with 80% accuracy.</li> </ol>	<p><u>Suggested text</u></p> <p>Kerschner, Velma L., <u>Nutrition and Diet Therapy for Practical Nurses</u>, F. A. Davis, Philadelphia 1976.</p> <p>(easy reading level and organized for ease of comprehension. Few tables or charts and no illustrations. New ed. being prepared)</p> <p><u>Suggested Resources:</u></p> <ol style="list-style-type: none"> <li>Townsend, Carolyn E., <u>Nutrition and Diet Modifications</u> Delmar Publishers, N.Y., 1950 (recommended for illustrations, charts, discussion topics, and suggested activities)</li> <li>Robinson, Winne H., <u>Basic Nutrition and Diet Therapy</u> Macmillan (good basic text for reference)</li> <li><u>Food: Where Nutrition, Politics, and Culture Meet - An Activities Guide for Teachers</u> Pub. by Center for Science in Public Interest</li> </ol> <p>Spelling and vocabulary test</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Overview of Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES						
	<p>6. normal recovery from injury (repair)</p> <p>7. normal activity and working efficiency</p> <p>Commonly observed signs of poor nutritional status</p> <p>1. obesity or underweight</p> <p>2. decayed teeth</p> <p>3. flabby muscles</p> <p>4. pallor</p> <p>5. tiredness</p> <p>(other signs of poor nutritional status will be presented in subsequent topics)</p> <p>Should be stressed that any one symptom that (eg, cracked skin) may be caused by any number of conditions and that students should not automatically attribute any symptom to poor nutritional status.</p> <p>Word mastery</p> <p>a. spelling</p> <p>b. vocabulary</p> <p>c. pronunciation</p> <p>(point out the difference between easily confused words such as):</p> <table><tr><td>nutrition</td><td>nutrient</td></tr><tr><td>nutritious</td><td>nutritionist</td></tr><tr><td>nourish</td><td></td></tr></table>	nutrition	nutrient	nutritious	nutritionist	nourish		<p>4. The food I eat affects my health.</p> <p>5. The food I eat will affect my future appearance.</p> <p>6. I eat too much of certain foods.</p> <p>7. I eat too little of certain foods.</p> <p>8. I should improve my diet.</p> <p>9. I am willing to try new foods.</p> <p>10. I am willing to cut out foods that are not good for me.</p> <p>11. I try to learn to like healthful foods.</p> <p>12. I take good care of my body.</p> <p>Responses can include</p> <p>1. strongly agree</p> <p>2. agree somewhat</p> <p>3. disagree somewhat</p> <p>4. strongly disagree</p> <p>Discuss their responses. Purpose is to clarify personal values related to diet and health.</p> <p>Write a description of their bodies, how they feel about them, and how well they take care of their bodies.</p>		<p>Diet and Health worksheet (from Food - Activities Guide)</p>
nutrition	nutrient									
nutritious	nutritionist									
nourish										

118

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS.

UNIT: Introduction to Nutrition

Topic: Carbohydrates

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly state what a carbohydrate is.</p> <p>Correctly state the main function of CHO in the body.</p> <p>Classify nine kinds of carbohydrates as being either mono, di, or polysaccharides with 80% accuracy.</p> <p>Correctly state the significance of the following CHOs:</p> <p>glucose fructose sucrose lactose starch cellulose</p> <p>Correctly identify food sources of the following CHOs:</p> <p>sucrose starch lactose cellulose</p> <p>Correctly state that CHOs are made up of one or more monosaccharides.</p>	<p><u>Carbohydrates</u></p> <p><u>Definition</u></p> <p><u>Functions</u></p> <p>a. main function - to provide energy</p> <p>b. other functions</p> <p><u>Classification of kinds</u></p> <p>a. monosaccharides</p> <p>1. glucose</p> <p>2. fructose</p> <p>3. galactose</p> <p>b. disaccharides</p> <p>1. sucrose</p> <p>2. lactose</p> <p>3. maltose</p> <p>c. polysaccharides</p> <p>1. sugar</p> <p>2. glycogen</p> <p>3. cellulose</p> <p><u>Significance of each kind of CHO</u> (eg, glucose is blood sugar, lactose is milk sugar)</p> <p><u>Food sources of:</u></p> <p>lactose, sucrose, starch, and cellulose.</p> <p>b. other CHOs</p>	<p>Prior to reading the text, compile a list of foods high in</p> <p>a. starch</p> <p>b. sugar</p> <p>Discuss the list</p> <p>Read assigned pages in text that relate to topics covered in content.</p> <p>Discuss the following topics -</p> <p>1. What is the effect of eating too much CHO?</p> <p>2. What might be the effect of going on a low carbohydrate diet?</p> <p>3. What starches might be considered dietary staples for the following nationalities Italian, Chinese, Mexican?</p> <p>4. Why should people eat foods high in roughage?</p> <p>5. What is blood sugar? Why do we need sugar in our blood? How much do we need? What happens if there is too much or too little? Have you ever known anyone with diabetes? Why do most people have just the right amount of sugar in their blood? How does sugar in your blood get there?</p>	<p>On a teacher made test, student will:</p> <p>State the main function of CHO in the body.</p> <p>Classify nine kinds of CHO with 80% accuracy.</p> <p>Correctly state the significance of glucose, fructose, sucrose, lactose, starch and cellulose.</p> <p>Identify two food sources for each of the following CHOs - sucrose, lactose, starch and cellulose.</p> <p>State that CHOs are made up of one or more monosaccharides.</p> <p>State what the base unit of CHO is.</p> <p>State what the end product of CHO digestion is.</p> <p>Spell words assigned.</p> <p>Define words assigned with 80% accuracy.</p>	<p>Suggested text -</p> <p>Suggested resource texts (especially Townsend)</p> <p>Spelling and vocabulary list.</p> <p>sucrose glucose powdered form fructose lactose - usually only available in liquid form.</p> <p>Clinitest tape</p> <p>Samples of starchy foods</p> <p>bread pasta potato cereal rice beans</p> <p>Samples of non-starchy foods</p> <p>margarine hard boiled egg lettuce</p> <p>Iodine</p>

**CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS**

UNIT: Introduction to Nutrition

Topic: Fats

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly state the main function of fat.</p> <p>State two other functions of fat.</p> <p>Identify foods that are high in:</p> <ol style="list-style-type: none"> <li>1. visible fat</li> <li>2. invisible fat</li> </ol> <p>with 80% accuracy.</p> <p>Identify foods that are high in:</p> <ol style="list-style-type: none"> <li>1. saturated fats</li> <li>2. unsaturated fats</li> <li>3. hydrogenated fat</li> <li>4. cholesterol</li> </ol> <p>Correctly state the characteristics of each kind of fat (based on chemical classification).</p> <p>List two food sources of each kind of fat.</p> <p>Correctly state the major symptoms of fat deficiency</p>	<p><b>Fats</b></p> <p><b>Definition</b></p> <p><b>Functions</b></p> <ol style="list-style-type: none"> <li>a. main function - to provide energy</li> <li>b. other functions</li> </ol> <p><b>Classification (2 methods)</b></p> <ol style="list-style-type: none"> <li>a. Based on visibility <ol style="list-style-type: none"> <li>1. visible fats</li> <li>2. invisible fats</li> </ol> </li> <li>b. Based on chemical structure <ol style="list-style-type: none"> <li>1. saturated fats</li> <li>2. unsaturated</li> <li>3. hydrogenated</li> <li>4. cholesterol</li> </ol> </li> </ol> <p><b>Characteristics of each kind of fat (based on chemical classification)</b></p> <ol style="list-style-type: none"> <li>1. plant or animal source</li> <li>2. liquid or solid at room temperature</li> <li>3. raise or lower blood cholesterol</li> </ol> <p><b>Food sources of each kind of fat (based on both methods of classification)</b></p>	<p>Prior to reading in text.</p> <ol style="list-style-type: none"> <li>1. compile a list of foods high in fat</li> <li>2. suggest some of the functions of fat in the body</li> <li>3. discuss the difference between a food which "contains fat" and a food which is generally considered to be "fattening" (eg, sugar is thought of as being fattening, but it contains no fat.)</li> </ol> <p>(Accumulation of body fat will be discussed in section on metabolism)</p> <p>Read assigned pages in text that related to topics covered in content.</p> <p>Observe the difference between saturated, unsaturated and hydrogenated fats by comparing samples of lard, butter, oil, bacon grease, margarine, and shortening.</p>	<p>On a teacher made test, student will</p> <p>State what a fat is</p> <p>State the main function of fat</p> <p>State two other functions of fat</p> <p>Identify foods that are high in visible or invisible fats with 80% accuracy</p> <p>Identify foods which are high in saturated fat, unsaturated fat, and cholesterol respectively with 80% accuracy.</p> <p>State the characteristics of each kind of fat (based on chemical classification)</p> <p>List food sources of each kind of fat</p> <p>Correctly state the major system of fat deficiency</p>	<p>Suggested text</p> <p>Suggested resource texts</p> <p>Spelling and vocabulary list</p> <p>Samples of the following foods</p> <ol style="list-style-type: none"> <li>1. lard</li> <li>2. butter</li> <li>3. bacon fat</li> <li>4. coconut oil (saturated)</li> <li>5. safflower oil</li> <li>6. cottonseed oil</li> <li>7. margarine</li> <li>8. shortening</li> </ol> <p>Picture of cross section of arteries with different amounts of plaque build-up</p> <p>Film - "Eat to Your Heart's Content" American Heart Assn.</p> <p>Picture of a person with a fat deficiency depicting dry, scaly skin</p> <p>Margarine labels from different brands</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Fats

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>State the possible effect of high intakes of saturated and cholesterol on blood cholesterol.</p> <p>State the possible effect of elevated blood cholesterol on heart and circulatory system.</p> <p>Correctly state what the basic unit of most fats is</p> <p>Correctly state what the main end product of fat digestion is.</p> <p>Correctly spell a list of words relating to topics covered in content.</p> <p>Define same list of words with 80% accuracy.</p>	<p>Deficiency symptom - dermatitis</p> <p>Relationship between fat and heart disease</p> <ol style="list-style-type: none"> <li>saturated fat tends to raise blood cholesterol</li> <li>elevated blood cholesterol is a risk factor in coronary heart disease</li> </ol> <p>Structure of fats</p> <ol style="list-style-type: none"> <li>most composed of fatty acids</li> <li>broken down into fatty acids when fats are digested</li> </ol> <p>Word mastery</p> <ol style="list-style-type: none"> <li>spelling</li> <li>vocabulary</li> <li>pronunciation</li> </ol>	<p>Bring in and read margarine labels to determine which one is highest in unsaturated fat. Will note that first ingredient is liquid or hydrogenated vegetable oil listed first.</p> <p>Look at film - "Eat to Your Heart's Content"</p> <p>Look at pictures of arteries with plaque build-up.</p>	<p>State the possible effects of high intakes of saturated fat and cholesterol on blood cholesterol.</p> <p>State the possible effect of elevated blood cholesterol on heart and circulatory system.</p> <p>State what the basic unit of most fats is.</p> <p>State the main end product of fat digestion.</p> <p>Spell assigned words.</p> <p>Define assigned words with 80% accuracy.</p>	



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Protein

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly state what a protein is.</p> <p>Correctly state the main function of protein.</p> <p>List two other functions of protein.</p> <p>Correctly state what an essential amino acid is.</p> <p>Correctly state what a nonessential amino acid is.</p> <p>Identify foods that are high in complete proteins with 80% accuracy.</p> <p>Correctly state how proteins are classified.</p> <p>State three characteristics of a complete protein.</p> <p>State three characteristics of an incomplete protein.</p> <p>Correctly list two sources of each kind of protein.</p>	<p><u>Proteins</u></p> <p><u>Definition</u></p> <p><u>Functions</u></p> <ol style="list-style-type: none"> <li>main function - to build and repair body tissues</li> <li>other functions</li> </ol> <p><u>Amino Acids</u></p> <ol style="list-style-type: none"> <li>definition</li> <li>kinds               <ol style="list-style-type: none"> <li>essential</li> <li>non-essential</li> </ol> </li> </ol> <p><u>Classification</u></p> <ol style="list-style-type: none"> <li>complete</li> <li>incomplete</li> </ol> <p><u>Characteristics of each kind of protein</u></p> <ol style="list-style-type: none"> <li>complete               <ol style="list-style-type: none"> <li>mostly from animal sources</li> <li>exception is soy bean</li> <li>used to build body tissues</li> </ol> </li> <li>incomplete               <ol style="list-style-type: none"> <li>mostly from plant sources</li> <li>exception is gelatin</li> <li>cannot be used to build body tissues</li> <li>can be combined with another protein to provide complete protein</li> </ol> </li> </ol>	<p>Prior to reading in text</p> <ol style="list-style-type: none"> <li>complete a list of foods high in protein</li> <li>suggest some of the functions of protein in the body</li> </ol> <p>Read assigned pages in text that relate to topics covered in content.</p> <p>Discuss the following topics:</p> <ol style="list-style-type: none"> <li>How does protein smell when it is burning (eg, egg white, hair), the burning of feathers?</li> <li>Why are proteins especially important to children, pregnant women, and people who are ill?</li> <li>Why is it unwise to use protein as energy foods?</li> <li>Why are foods rich in complete proteins usually more expensive than incomplete proteins?</li> </ol> <p>Topics covered in reading.</p> <p>Make a chart for classroom display showing complete and incomplete protein foods.</p> <p>Make a list of incomplete proteins that can be combined to make a complete protein.</p>	<p>On a teacher made test, the student will:</p> <p>State what a protein is</p> <p>State the main function of protein</p> <p>State two other functions of proteins</p> <p>State what an amino acid is</p> <p>State what an essential amino acid is</p> <p>Identify foods that are high in complete protein with 80% accuracy</p> <p>Correctly state how proteins are classified</p> <p>List three characteristics of a complete protein and three characteristics of an incomplete protein.</p> <p>List sources of each kind of protein.</p> <p>List three symptoms of protein deficiency.</p>	<p>Suggested text</p> <p>Suggested resource texts</p> <p>Spelling and vocabulary list</p> <p>Food composition tables</p> <p>Recommended daily allowances</p> <p>Pictures of people suffering from protein deficiency</p> <p>Overhead projector</p> <p>Lappe', Frances Moore, <u>Diet for a Small Planet</u>, Ballentine Books, 1975</p>



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Protein

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Correctly list three symptoms of protein deficiency.</p> <p>Correctly state what the basic unit of a protein is.</p> <p>Correctly state what the end product of protein digestion is.</p> <p>Correctly spell a list of words related to the topics covered in course content on protein.</p> <p>Define the same list of words with 80% accuracy.</p>	<p>Food sources</p> <p>Deficiency symptoms</p> <p>Structure of proteins</p> <ol style="list-style-type: none"> <li>composed of amino acids</li> <li>broken down into amino acids when digested</li> </ol> <p>Word mastery</p> <ol style="list-style-type: none"> <li>spelling</li> <li>vocabulary</li> <li>pronunciation</li> </ol>	<p>Make a list of all foods eaten in last 24 hours and circle all the protein foods. Using a food composition table, calculate the number of grams of protein consumed - compare it to Recommended Daily Allowances to check for adequacy.</p> <p>Look at pictures of people with protein deficiency.</p> <p>Discuss whether anyone is a vegetarian or knows someone who is. Are there any benefits of a lacto or vegetarian diet? Do you have to eat meat to get enough protein?</p> <p>Practice pronunciation of vocabulary words.</p>	<p>State what the basic unit of a protein is.</p> <p>State what the end product of protein digestion is.</p> <p>Spell assigned words.</p> <p>Define assigned words with 80% accuracy.</p>	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Vitamins

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly state what a vitamin is.</p> <p>Correctly state the general functions of vitamins.</p> <p>Correctly state how vitamins are classified.</p> <p>List the characteristics of fat soluble vitamins with 80% accuracy.</p> <p>List the characteristics of water soluble vitamins with 80% accuracy.</p> <p>Correctly list the four fat soluble vitamins.</p> <p>Correctly list four water soluble vitamins.</p> <p>Correctly state one major function of each of the following vitamins: A, D, C, B<sub>1</sub>, B<sub>2</sub>, Niacin.</p> <p>Correctly state two sources of each of the above listed vitamins.</p>	<p><u>Vitamins</u></p> <p>Definition</p> <p>General function -- help regulate body processes.</p> <p>Classification</p> <p>a. fat soluble</p> <p>b. water soluble</p> <p>Characteristics of</p> <p>a. fat soluble vitamins</p> <p>b. water soluble vitamins (i.e., whether stored in body or excreted, stability, solubility)</p> <p>Kinds of vitamins</p> <p>a. fat soluble</p> <p>1. Vitamin A</p> <p>2. Vitamin D</p> <p>3. others</p> <p>b. water soluble vitamins</p> <p>1. Vitamin B<sub>1</sub> (Thiamine)</p> <p>2. Vitamin B<sub>2</sub> (Riboflavin)</p> <p>3. Niacin</p> <p>4. Other B vitamins</p> <p>5. Vitamin C</p> <p>Specific functions of each vitamin.</p>	<p>Prior to reading in text -</p> <p>1. State whether he/she has ever taken vitamin pills</p> <p>2. Discuss reason.</p> <p>Read assigned pages in text that relate to topics covered in content.</p> <p>Look at pictures of people with difference vitamin deficiencies</p> <p>Discuss following topics:</p> <p>1. Are vitamins burned for energy like CHO, fat, and protein?</p> <p>2. How do vitamins provide energy to the body?</p> <p>3. Discuss possible times when a vitaminosis or hypervitaminosis may occur.</p> <p>4. Why may it be unwise for anyone but an M.C. to prescribe vitamin supplements?</p> <p>5. Could someone subsist on vitamin supplements alone - why?</p> <p>Plan a day's menu for a person instructed to eat a lot of food rich in Vitamin A.</p>	<p>Design a teaching aid (poster, pamphlet, display) that will include the following information on vitamins: A, D, C, B<sub>1</sub>, B<sub>2</sub> and Niacin.</p> <p>1. Classification</p> <p>2. Functions</p> <p>3. Deficiency symptoms</p> <p>4. Food sources</p> <p>5. Illustrations of one or more food sources</p> <p>On a teacher made quiz, the student will:</p> <p>Correctly state what a vitamin is.</p> <p>List the general functions of vitamins with 80% accuracy.</p> <p>List ways to preserve the vitamin content of food with 80% accuracy.</p> <p>Correctly spell a list of words related to vitamins.</p> <p>Define a list of words relating to vitamins with 80% accuracy.</p>	<p>Suggested text</p> <p>Spelling and vocabulary list</p> <p>Pictures of people suffering from vitamin deficiencies.</p> <p>Overhead projector</p>

247

248

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Vitamins

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Correctly list one deficiency for each of the above listed vitamins.</p> <p>List four elements which decrease the vitamin content of food with 75% accuracy.</p> <p>Correctly spell a list of words relating to topics covered in content.</p>	<p>Specific sources of each vitamin.</p> <p>Specific symptoms of</p> <ol style="list-style-type: none"> <li>deficiency</li> <li>excess</li> </ol> <p>Elements which decrease vitamin content in food, light, air, heat, water.</p> <p>Word mastery</p> <ol style="list-style-type: none"> <li>spelling</li> <li>vocabulary</li> <li>pronunciation</li> </ol>	<p>Write a menu for one day which is especially rich in the B complex vitamins.</p> <p>List foods eaten within the last 24 hours. Write the name of a vitamin beside the food for which it is a rich source. Calculate what percentage of your day's food did not contain many vitamins? How could diet be nutritionally improved?</p> <p>Discuss ways to preserve the vitamin content of food.</p> <p>Place notes in nutrition notebook.</p>		

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Minerals

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Students will be able to:</p> <p>Correctly state what a mineral is.</p> <p>Correctly list two general functions of minerals.</p> <p>Correctly identify the different kinds of minerals.</p> <p>Correctly state one major function of each mineral.</p> <p>List two sources of each mineral.</p> <p>Correctly spell a list of words relating to topics covered in text.</p> <p>Define the same list of words with 80% accuracy.</p>	<p><u>Minerals</u></p> <p>Definition</p> <p>General functions</p> <p>Kinds</p> <ol style="list-style-type: none"> <li>calcium</li> <li>iron</li> <li>iodine</li> <li>potassium</li> <li>sodium</li> <li>fluorine</li> <li>others</li> </ol> <p>Functions - specific</p> <p>Sources - specific</p> <p>Word mastery</p> <ol style="list-style-type: none"> <li>spelling</li> <li>vocabulary</li> <li>pronunciation</li> </ol>	<p>Prior to reading in text</p> <ol style="list-style-type: none"> <li>State what they think a mineral is.</li> <li>List different kinds of minerals.</li> <li>State if anyone has ever had iron deficiency anemia. If so, what were the symptoms, what was the treatment and what can be done to prevent it from recurring?</li> </ol> <p>Read assigned pages in text that relate to topics covered in course content.</p> <p>Look at pictures of people with different mineral deficiencies.</p> <p>Obtain two chicken bones of smaller size. Cover one with water and one with vinegar. Allow to stand for 2-3 days. Remove bones and students will observe the difference between them. Will note which one is more brittle. (Acid will dissolve out part of the calcium and that bone will break more easily)</p>	<p>On a teacher made test, student will be able to:</p> <p>State what a mineral is.</p> <p>List two general functions of minerals.</p> <p>Identify different kinds of minerals as being minerals (as opposed to being some other kind of nutrient).</p> <p>Calcium is (a) vitamin (b) mineral (c) CHO.</p> <p>State one major function of each mineral.</p> <p>List two sources of each mineral.</p> <p>Spell assigned words.</p> <p>Define assigned words with 80% accuracy.</p>	<p>Suggested text</p> <p>Suggested reference texts</p> <p>Pictures of people with mineral deficiencies.</p> <p>Picture of people with mineral deficiencies.</p> <p>Overhead projector</p> <p>Two chicken bones of similar size, water, vinegar, 2 jars.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Water

OBJECTIVES,	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly state what water is.</p> <p>Correctly list four functions of water in the body.</p> <p>Correctly list three places where water is found in the body.</p> <p>Accurately state the daily requirement for water.</p> <p>Correctly list three ways in which body obtains water.</p> <p>Correctly list six ways in which body loses water.</p> <p>Correctly state the effects of 10% and 20% loss of body water.</p> <p>Correctly spell a list of words relating to water function and water balance.</p> <p>Define a list of words relating to water with 80% accuracy.</p>	<p><u>Water</u></p> <p>Definition</p> <p>Functions in body</p> <ol style="list-style-type: none"> <li>solvent</li> <li>regulator of body temperature</li> <li>transportation</li> <li>excretory agent</li> <li>lubricant</li> </ol> <p>Where water is found in body.</p> <ol style="list-style-type: none"> <li>inside cells</li> <li>fluid around cells</li> <li>other body fluids</li> </ol> <p>Water Balance</p> <ol style="list-style-type: none"> <li>Daily requirement</li> <li>How body obtains water                             <ol style="list-style-type: none"> <li>drinking beverages</li> <li>eating food</li> <li>through metabolism and chemical change</li> <li>by injection</li> </ol> </li> <li>How body loses water                             <ol style="list-style-type: none"> <li>through kidneys as urine</li> <li>through bowel as feces</li> <li>through skin as perspiration</li> <li>through lungs as moisture in the air</li> <li>vomiting</li> <li>bleeding-hemorrhaging</li> </ol> </li> </ol>	<p>Prior to reading in text</p> <ol style="list-style-type: none"> <li>State what they think water is and does.</li> <li>Discuss whether drinking a glass of water is the only way we get water.</li> <li>Discuss how long they think someone can live without any water.</li> <li>Discuss how long they think someone could live without food.</li> </ol> <p>Read pages in text that relate to topics covered in course content.</p> <p>Write down their weight. If water is 2/3 of body weight, calculate how many pounds of that weight is actually water.</p> <p>To see how body obtains water: select 10 foods that students think do not contain water. Students will use food composition tables to find out what percent of each is actually water.</p> <p>To see how body loses water; students will breath on a mirror and observe the water that condenses on it.</p>	<p>On a teacher made test, the student will:</p> <p>State what water is.</p> <p>List four functions of water in the body.</p> <p>List three places where water is found in the body.</p> <p>State what the daily requirement for water is.</p> <p>List three ways in which body obtains water.</p> <p>List six ways in which the body loses water.</p> <p>State the effects of 10% and 20% loss of body water respectively.</p> <p>Spell assigned words.</p> <p>Define assigned words with 80% accuracy.</p>	<p>Suggested text.</p> <p>Suggested reference texts.</p> <p>Spelling and vocabulary list</p> <p>Water</p> <p>Nonfat dry milk</p> <p>Pitcher</p> <p>Bread - 1 slice</p> <p>Toast - 1 slice</p> <p>Mirror</p> <p>Picture of person with edema</p> <p>Picture of dehydrated person</p> <p>Food composition table</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Digestion and Absorption

OBJECTIVES	UNIT-OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly define absorption.</p> <p>Correctly list eight parts of the digestive tract in order.</p> <p>Identify eight parts of the digestive tract on an unlabelled diagram with 75% accuracy.</p> <p>List four kinds of accessory digestive structures.</p> <p>Correctly state one function of each accessory structure.</p> <p>Identify accessory digestive structures on an unlabelled diagram with 80% accuracy.</p> <p>Accurately define mechanical digestion.</p> <p>Accurately define chemical digestion.</p> <p>Accurately state what an enzyme is.</p>	<p><u>Digestion and Absorption</u></p> <p>Definitions</p> <p>a. digestion</p> <p>b. absorption</p> <p>Parts of the digestive tract</p> <p>a. in order</p> <ol style="list-style-type: none"> <li>1. mouth</li> <li>2. esophagus</li> <li>3. stomach</li> <li>4. duodenum</li> <li>5. small intestine</li> <li>6. large intestine</li> <li>7. rectum</li> <li>8. anus</li> </ol> <p>b. identification of parts of digestive tract on a diagram</p> <p>Accessory digestive structures</p> <p>a. kinds</p> <ol style="list-style-type: none"> <li>1. salivary glands</li> <li>2. teeth</li> <li>3. tongue</li> <li>4. pancreas</li> <li>5. liver</li> <li>6. gall bladder</li> </ol> <p>b. identification of accessory structures on diagram of digestive system</p>	<p>Prior to reading in test, name as many parts of the digestive tract as possible.</p> <p>Read pages in text that relate to topics covered in course content.</p> <p>To demonstrate starch digestion hold an unsalted cracker in mouth until a change in taste is noted. (Starch changing to dextrin)</p> <p>To demonstrate milk digestion: dissolve 2 tps. of dry pepsin in 2 tbsp. of water. Measure 1 tbsp. of a .1 nl. HCl solution. Add the pepsin and the HCl to an 8 oz. glass of milk. Let mixture stand at room temperature. Observe after 1 hr. and after 3 hrs. Note the formation of curds and appearance of whey.</p> <p>Discuss the following topics:</p> <ol style="list-style-type: none"> <li>1. information presented in reading</li> <li>2. if cellulose cannot be digested of what use is it?</li> <li>3. Discuss why some people get an upset stomach after drinking milk.</li> </ol>	<p>On a teacher made test, the student will be able to:</p> <p>Define digestion.</p> <p>Define absorption.</p> <p>List eight parts of the digestive tract in order.</p> <p>Identify eight parts of the digestive tract on an unlabelled diagram with 75% accuracy.</p> <p>List four kinds of accessory digestive structures.</p> <p>State one function of each accessory digestive structure.</p> <p>Identify accessory digestive structures on an unlabelled diagram with 80% accuracy.</p> <p>Define mechanical digestion.</p> <p>Define chemical digestion.</p> <p>State what an enzyme is.</p>	<p>Suggested text.</p> <p>Suggested reference texts.</p> <p>Spelling and vocabulary list.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Digestion and Absorption

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Accurately state the end product of CHO digestion.</p> <p>Correctly name the parts of the digestive tract that permit absorption.</p> <p>Correctly name the parts of the digestive tract that participate in excretion.</p> <p>Correctly spell a list of words related to topics covered in course content.</p> <p>Define the same list of words with 80% accuracy.</p>	<p>Process of digestion</p> <ol style="list-style-type: none"> <li>mechanical - definition</li> <li>chemical - definition                             <ol style="list-style-type: none"> <li>enzyme - definition</li> <li>CHO digestion - end product of</li> <li>fat digestion - end products of</li> <li>protein digestion - end products of</li> </ol> </li> <li>parts of digestive tract that aid in digestion</li> </ol> <p>Process of absorption - parts of digestive tract that permit absorption.</p> <p>Process of excretion - parts of digestive tract that aid in excretion.</p> <p>Word mastery</p> <ol style="list-style-type: none"> <li>spelling</li> <li>vocabulary</li> <li>pronunciation</li> </ol>	<p>Whether anyone knows someone with gall bladder disease. What were the symptoms? Was person on a special diet? Describe it.</p> <p>What happens to salivary glands when you smell good food? How is this related to digestion?</p> <p>Place notes in a nutrition notebook.</p> <p>Practice pronunciation of vocabulary words.</p>	<p>State what the end product of CHO, fat, and protein digestion is.</p>	



Part I - Basic Principles  
B. How Body Uses Food

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Metabolism

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Accurately define metabolism.</p> <p>Accurately define metabolic rate.</p> <p>Accurately define basal metabolism.</p> <p>Correctly list three factors which affect basal metabolism.</p> <p>Accurately state what energy is.</p> <p>Accurately state what the function of energy is.</p> <p>Accurately define the term "voluntary work."</p> <p>Accurately define the term "involuntary work."</p> <p>Accurately list three examples of voluntary work.</p> <p>Accurately list three examples of involuntary work.</p>	<p><u>Energy Metabolism</u></p> <p>Definition</p> <ol style="list-style-type: none"> <li>metabolism</li> <li>metabolic rate</li> </ol> <p>Basal Metabolism</p> <ol style="list-style-type: none"> <li>definition</li> <li>factors which affect</li> </ol> <p>Energy</p> <ol style="list-style-type: none"> <li>definition</li> <li>function - to do <ol style="list-style-type: none"> <li>voluntary <ol style="list-style-type: none"> <li>definition</li> <li>kinds of</li> </ol> </li> <li>involuntary <ol style="list-style-type: none"> <li>definition</li> <li>kinds of</li> </ol> </li> </ol> </li> <li>how it is measured</li> <li>factors which affect energy requirement</li> <li>nutrients which provide energy <ol style="list-style-type: none"> <li>carbohydrates 4 cal. per gm.</li> <li>fats 9 cal. per gm.</li> <li>proteins 4 cal. per gm.</li> <li>vitamins, minerals, water provides no energy</li> </ol> </li> </ol>	<p>Prior to reading in text: Discuss</p> <ol style="list-style-type: none"> <li>Why are some people overweight or underweight?</li> <li>What is a calorie?</li> <li>List some foods high in calories - list some foods low in calories - What makes some foods high and others low in calories?</li> </ol> <p>Read pages in text that relate to topics covered in course content.</p> <p>Discuss the following topics:</p> <ol style="list-style-type: none"> <li>If two people were on the same low calorie diet, but one was more active than the other, which one would probably lose weight faster? Why?</li> <li>Is there any other way to lose weight other than when energy output exceeds energy input?</li> <li>Has anyone ever known a person with thyroid disease? What were the symptoms?</li> </ol>	<p>On a teacher made test, the student will: Define metabolism.</p> <p>Define metabolic rate.</p> <p>Define basal metabolism.</p> <p>List three factors which affect basal metabolism.</p> <p>State what energy is.</p> <p>Define the phrase "voluntary work."</p> <p>List three examples of voluntary work.</p> <p>Define the phrase "involuntary work."</p> <p>List three examples of involuntary work.</p> <p>State what unit is used to measure energy.</p> <p>List three factors which affect energy requirement.</p>	<p>Suggested text.</p> <p>Suggested reference texts.</p> <p>Table of Recommended Dietary Allowances.</p> <p>Food composition tables.</p> <p>Table of energy expenditure in daily activities.</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT: Introduction to Nutrition

Topic: Metabolism

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Accurately state what unit is used to measure energy.</p> <p>Correctly list three factors which affect energy requirement.</p> <p>Accurately list the nutrients which provide energy and state how much energy each provides per gram.</p> <p>Calculate the number of calories in a food based on the CHO, fat, and protein content with 80% accuracy.</p> <p>Correctly state the effect on body weight when:</p> <ol style="list-style-type: none"> <li>1. calorie intake exceeds calorie output</li> <li>2. calorie intake is less than calorie output</li> <li>3. calorie intake equals calorie output</li> </ol> <p>Correctly spell a list of words related to topics covered in content.</p> <p>Define the same list of words with 80% accuracy.</p>	<p>Calculating calories of energy based on CHO, fat, and protein content of food.</p> <p>Energy balance and weight control</p> <ol style="list-style-type: none"> <li>1. intake output gain weight</li> <li>2. intake output lose weight</li> <li>3. intake output maintain weight</li> </ol>	<p>Check on calorie requirement on RDA table.</p> <p>Write down foods eaten in last 24 hours and using a food composition table, calculate calorie intake. Compare intake to requirement.</p> <p>Given number of grams of CHO, protein and fat in a food, calculate the number of calories.</p>	<p>List the nutrients which provide energy and state how much energy each provides per gram.</p> <p>Calculate the number of calories in a food based on the CHO, fat, and protein content with 80% accuracy.</p> <p>State the effect on body weight when:</p> <ol style="list-style-type: none"> <li>1. calorie intake exceeds output</li> <li>2. calorie intake is less than output</li> <li>3. calorie intake equals output</li> </ol> <p>Spell assigned words.</p> <p>Define assigned words with 80% accuracy.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## Part II - Applied Nutrition

### A. Planning a Normal Diet

#### Topic: Adequate Diet

UNIT: Introduction to Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly define the term "adequate diet."</p> <p>Evaluate a sample diet for adequacy using the Basic 4 Food Guide with 80% accuracy.</p> <p>Evaluate a sample diet for adequacy using RDAs.</p> <p>Correctly state what the Basic 4 Food Guide is.</p> <p>Correctly state how Basic 4 Food Guide is organized.</p> <p>Identify which foods belong in which groups with 80% accuracy.</p> <p>Correctly state what the RDA guide is.</p> <p>Correctly state how the RDA guide is organized.</p> <p>State which nutrients are included on the RDA guide with 80% accuracy.</p>	<p><b>Adequate Diet</b> Definition of "adequate" or "balanced" diet.</p> <p>How to evaluate a diet for adequacy:</p> <ol style="list-style-type: none"> <li>using Basic 4 Food Groups</li> <li>using Recommended Dietary Allowances (RDA)</li> </ol> <p><b>Basic 4 Food Groups</b></p> <ol style="list-style-type: none"> <li>What it is - a food guide</li> <li>How organized</li> <li>What foods belong in each group</li> </ol> <p><b>RDAs</b></p> <ol style="list-style-type: none"> <li>what it is - a nutrient guide</li> <li>how it is organized</li> <li>what nutrients are included</li> </ol> <p>How to plan a diet using Basic 4 Food Guide</p> <p>Word mastery</p> <ol style="list-style-type: none"> <li>spelling</li> <li>vocabulary</li> <li>pronunciation</li> </ol>	<p>Read pages in text that relate to topics covered in the course content.</p> <p>Play "Soup's On" - a nutrition bingo game designed to teach students about dietary adequacy.</p> <p>Evaluate a sample diet for adequacy using Basic 4</p> <ol style="list-style-type: none"> <li>identify which food group each food belongs in</li> <li>tally the number of foods in each group</li> <li>compare the totals to the Basic 4 requirement for a teenager</li> <li>determine if diet is adequate</li> <li>if not adequate, suggest ways to improve diet</li> </ol> <p>Make a list of foods eaten in the last 24 hours.</p> <ol style="list-style-type: none"> <li>evaluate for adequacy using the Basic 4 Food Guide</li> <li>indicate which foods are good sources of each of the six classes of nutrients.</li> </ol>	<p>Student will participate in a small group to:</p> <p>Plan an adequate diet for a hypothetical patient (eg, someone who dislikes milk, a vegetarian, someone who dislikes vegetables, someone who is anemic, etc.).</p> <p>One diet will be handed in and individuals in group will be evaluated based on the one diet handed in.</p> <p>On a teacher made test, the student will define the term "adequate diet."</p> <p>Evaluate a sample diet for adequacy using the Basic 4 Food Guide with 80% accuracy.</p> <p>State what the Basic 4 Food Guide is.</p> <p>State how the Basic 4 Food Guide is organized.</p> <p>Identify which foods belong in which groups with 80% accuracy.</p>	<p>Suggested text.</p> <p>Suggested reference texts.</p> <p>Spelling and vocabulary list.</p> <p>"Soup's On" - a nutrition bingo game. National Health Systems, P. O. Box 1501, Ann Arbor, Mich., 48106</p> <p>Handout of Basic 4 Food Guide</p> <p>Handout of R.D.A. Guide</p> <p>Food composition tables</p> <p>Food models and Food Composition Cards - National Dairy Council</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Adequate Diet

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Plan an adequate diet using the Basic 4 Food Guide with 80% accuracy.</p> <p>Spell a list of words relating to topics covered in course content.</p> <p>Define the same list of words with 80% accuracy.</p>		<p>Role play a situation between a diet counselor and a teenage girl who has gone on a low calorie diet. She refuses to eat anything that she believes contains fat and eats very little CHO. Explain the functions of various nutrients in her diet.</p> <p>Using a restaurant menu, choose a breakfast, lunch and dinner. Evaluate the meals for adequacy using the Basic 4 Guide. Discuss the problems which people who eat all their meals in restaurants might have in maintaining a well-balanced diet.</p> <p>Break up into small groups - Each group will plan a breakfast, lunch and dinner, using colorful cardboard food models (Dairy Council) - Each group will present their menu to the class to be evaluated for accuracy.</p> <p>Place notes in a nutrition notebook.</p> <p>Practice pronunciation of words on vocabulary list.</p>	<p>State what the RDA guide is.</p> <p>State how the RDA guide is organized.</p> <p>State which nutrients are included on the RDA guide with 80% accuracy.</p> <p>Spell assigned words.</p> <p>Define the same list of words with 80% accuracy.</p> <p>On an open book exam, student will:</p> <p>evaluate a sample diet for adequacy using the RDA guide.</p>	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Food Habits

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Students will be able to:</p> <p>Define the phrase "eating habits:"</p> <p>Correctly list seven factors which influence what people eat.</p> <p>Taking specified food habits into consideration, plan an adequate diet with 80% accuracy.</p> <p>Correctly spell a list of words relating to topics covered in course content.</p> <p>Define the same words with 80% accuracy.</p>	<p><u>Food Habits</u></p> <p>Definition of phrase "eating habits"</p> <p>Factors which influence what people eat:</p> <ol style="list-style-type: none"> <li>hunger</li> <li>appetite</li> <li>food availability</li> <li>nationality</li> <li>ethnic background</li> <li>religion</li> <li>customs</li> <li>financial status</li> <li>social environment</li> <li>emotions</li> <li>individual likes and dislikes</li> <li>how food is prepared or served</li> <li>quality of immediate environment (eg, unclean)</li> <li>schedule</li> </ol> <p>Planning for adequate diet taking food habits into consideration</p> <p>Word mastery</p> <ol style="list-style-type: none"> <li>spelling</li> <li>vocabulary</li> <li>pronunciation</li> </ol>	<p>Prior to reading the test: Share their attitudes towards five different foods displayed by instructor (some familiar, some unfamiliar - eg, cottage cheese, spaghetti and meatballs, macaroni and cheese, blackbeans, pigs feet, etc.) Discuss their reactions.</p> <p>Make a list of 10 foods disliked and 10 foods liked. Discuss why foods are liked or disliked.</p> <p>Discuss whether they would enjoy having McDonald's hamburgers for a family Thanksgiving dinner.</p> <p>List on board factors which influence what people eat.</p> <p>Discuss whether anyone has ever been forced to eat a particular food. How did they feel about it? How do they like that particular food now?</p>	<p>On a teacher made test, the student will: Define the phrase "eating habits."</p> <p>List seven factors which influence what people eat.</p> <p>Taking specified food habits into consideration, plan an adequate diet with 80% accuracy.</p> <p>Spell assigned words correctly.</p> <p>Define the same words with 80% accuracy</p>	<p>Suggested text.</p> <p>Suggested reference texts.</p> <p>Spelling and Vocabulary list.</p> <p>Samples of familiar and unfamiliar foods (instructor discretion).</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Prenatal Nutrition

OBJECTIVES	UNIT OUTCOMES (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Student will be able to:</p> <p>Correctly list two ways in which an adequate prenatal diet benefits the mother.</p> <p>Correctly list two ways in which an adequate prenatal diet benefits the baby.</p> <p>Correctly list four nutrients for which there is an increased need.</p> <p>State the rationale for increased needs with 80% accuracy.</p> <p>List two dietary modifications that help alleviate nausea.</p> <p>List two dietary modifications that help alleviate constipation.</p> <p>Correctly state how much weight a pregnant woman should gain.</p> <p>Correctly list two diet related complications of pregnancy.</p>	<p><u>Prenatal Nutrition</u> Rationale for an adequate diet during pregnancy - How it benefits:</p> <ol style="list-style-type: none"> <li>mother (decreases toxemia, anemia)</li> <li>baby (decreases risk of prematurity)</li> </ol> <p>Nutritional needs - is an increased need for several nutrients:</p> <ol style="list-style-type: none"> <li>kinds</li> <li>rationale for each</li> </ol> <p>Dietary modifications to help alleviate:</p> <ol style="list-style-type: none"> <li>nausea</li> <li>constipation</li> </ol> <p>Recommended weight gain (use recent sources). Stress that either excessive or inadequate weight gain may be harmful. Also state that weight reduction diets may be harmful. Lose weight after pregnancy is over.</p> <p>Complications of pregnancy related to diet.</p> <ol style="list-style-type: none"> <li>toxemia</li> <li>iron deficiency anemia</li> </ol>	<p>Read assigned pages in text that relate to the topics covered in course content.</p> <p>View filmstrip "Inside My Mom"</p> <p>View film "Great Expectations"</p> <p>Discussion topics:</p> <ol style="list-style-type: none"> <li>Discuss truth of statement "a pregnant woman must eat for two."</li> <li>Why is it especially important for a pregnant woman to have a very nutritious diet?</li> <li>Why is excessive weight gain during pregnancy undesirable?</li> </ol> <p>Given hypothetical prenatal patients, students will work in small groups and record:</p> <ol style="list-style-type: none"> <li>Adequacy of diet</li> <li>Dietary problems</li> <li>Effects of lifestyle on diet</li> <li>Changes that are recommended</li> </ol>	<p>On a teacher made test, the student will:</p> <ol style="list-style-type: none"> <li>List ways in which an adequate diet during pregnancy benefits the mother.</li> <li>List two ways in which an adequate prenatal diet benefits the baby.</li> <li>List four nutrients for which there is an increased need during pregnancy.</li> <li>State rationale for each of those increased needs with 80% accuracy.</li> <li>List two dietary modifications that help alleviate nausea.</li> <li>List two dietary modifications that help alleviate constipation</li> <li>State how much weight a pregnant woman should gain.</li> <li>List two diet related complications of pregnancy.</li> <li>State two special nutrient needs of a pregnant adolescent and rationale for those needs.</li> </ol>	<p>Suggested text.</p> <p>Suggested reference texts.</p> <p>Spelling and vocabulary list.</p> <p>Filmstrip "Inside My Mom" - March of Dimes</p> <p>Film - "Great Expectations" Society for Nutrition Education</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Prenatal Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCE
<p>Correctly state two special nutrient needs of the pregnant adolescent and give rationale for these.</p> <p>Correctly list two dietary modifications for nutrition during lactation.</p> <p>Using the four Basic Food Guide, plan a prenatal diet with 80% accuracy.</p> <p>Correctly spell a list of words related to topics covered in course outline.</p> <p>Define the same list with 80% accuracy.</p>		<p>Write some common myths about diet during pregnancy (eg, the baby will get what it needs regardless of mother's diet). Discuss the statements and indicate if it is true or false.</p> <p>Place notes in a nutrition folder.</p> <p>Practice pronunciation of vocabulary words.</p>	<p>State special nutrient needs of a pregnant adolescent and rationale for those needs.</p> <p>List two dietary modifications for nutrition during lactation.</p> <p>Using the Basic 4 Food Guide, plan a prenatal diet with 80% accuracy.</p> <p>Spell assigned words.</p> <p>Define same words with 80% accuracy.</p>	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Infant Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Student will be able to:	<u>Infant Nutrition</u>	Define the words "mammalia" and "mammal." Discuss the purpose of breasts from a physiological point of view.	On a teacher made test, the student will: List three kinds of milk or formula recommended for use in infant feeding.	Suggested text.
Correctly list three kinds of milks or formulas recommended for use in infant feeding.	Kinds of milks and formulas a. recommended 1. human milk 2. commercially prepared formulas 3. home prepared formulas	List ten mammals. Discuss whether any of these mammals use milk from other mammals to feed their young.	List three kinds of milks <u>not</u> recommended for use in infant feeding and rationale for each.	Suggested reference texts.
Correctly list three kinds of milks <u>not</u> recommended for infant feeding.	b. <u>not</u> recommended 1. unmodified whole cows milk (causes intestinal bleeding in infants under 6 months of age) 2. skim milk (inadequate fat content for children less than 2 years old) 3. condensed milk (high sucrose content)	If you know anyone who has breastfed her baby, what were her reactions to the experience?	List five advantages of breast feeding	<u>The Pediatric Clinics of North America</u> - Nutrition in Pediatrics - Feb. 1977, W. B. Saunders Co., Philadelphia
Correctly list five advantages of breast feeding.	Advantages and disadvantages of each kind of milk a. human milk - advantages 1. nutritionally superior contains correct kind and amounts of nutrients for human babies (cow's milk is best for cows, human milk is best for humans) 2. more easily digested 3. more easily absorbed and utilized by body	Discuss some of the social attitudes toward breast feeding in the U.S. Discuss how babies were fed 50 years ago.	State one disadvantage of breastfeeding.	Fomen, W. B., <u>Infant Nutrition</u> W. B. Saunders, Philadelphia, 1974
Correctly state one disadvantage of breast feeding.		Discuss attitudes towards breastfeeding in other cultures	State one advantage and one disadvantage for each of the other recommended formulas.	Film: "Breastfeeding: A Special Closeness," Motion, Inc.
Correctly state one advantage for each of the other formulas.		Discuss how you have seen babies in your family being fed	List two measures each for, insuring cleanliness and safety and for encouraging good eating habits.	Film: "First Foods," Society for Nutrition Education
Correctly list two measures each for insuring cleanliness, safety and for encouraging good eating habits.		Place notes in a nutrition notebook.	State two reasons for not offering solids before 3-4 months of age.	Slides - "Feeding an Infant" National Health Films
Correctly state two reasons for not offering solids before 3-4 months of age.		Practice pronunciation of words on vocabulary list.		Hausman, P., "Feeding Baby Best," <u>Food for People Not for Profit</u> , Ballentine, 1975
Correctly state four guidelines for developing good eating habits in infants.				"Better Living Through Better Eating" - White Paper on Infant Feeding, Center for Science in the Public Interest
				Chart (from a book) comparing the nutritional composition of human milk to cow's milk and to commercial formula.

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Infant Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Correctly spell a list of words relating to topics covered in course content.</p> <p>Define the same list of words with 80% accuracy.</p>	<ol style="list-style-type: none"> <li>4. makes stools softer and easier to pass</li> <li>5. contains antibodies to help prevent infection</li> <li>6. free from bacteria - less chance of infection</li> <li>7. no need for mixing, no chance of mixing error</li> <li>8. right temperature</li> <li>9. always fresh</li> <li>10. less cost</li> <li>11. no need for feeding utensils</li> <li>12. always available</li> <li>13. promotes good jaw development and proper teeth alignment</li> <li>14. less chance of over-feeding since amount baby drinks is not seen by mother</li> <li>15. promotes close mother-child relationship</li> <li>b. human milk disadvantages - drugs and medications taken by mother may pass into milk</li> <li>c. commercial formula advantage - made to resemble human milk as much as possible - nutritionally, next best thing to human milk.</li> </ol>		<p>state four guidelines for developing good eating habits in infants.</p> <p>Spell assigned words.</p> <p>Define same words with 80% accuracy.</p>	



# GURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Introduction to Nutrition

Topic: Infant Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<ul style="list-style-type: none"> <li>d. commercial milk disadvantage expensive</li> <li>e. home prepared formula advantage - less expensive than commercial formula.</li> <li>f. home prepared formula disadvantage - nutritionally is less like human milk than commercial formula.</li> </ul>			
	<p>Guideline for bottle feeding:</p> <ul style="list-style-type: none"> <li>a. measures to insure cleanliness (eg, throw away unused milk in bottle after each feeding)</li> <li>b. measures to insure safety (eg, hold baby - never prop the bottle)</li> <li>c. measures to encourage healthy eating habits (eg, do not urge baby to drink more than he/she wants)</li> </ul> <p>Solid foods</p> <ul style="list-style-type: none"> <li>a. when to introduce - Note controversy on this point - evidence suggests that solids should not be offered before 3-4 months.</li> </ul>			

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: - Introduction to Nutrition

Topic: Infant Nutrition

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Rationale:</p> <ol style="list-style-type: none"> <li>1. may encourage obesity</li> <li>2. may not have necessary enzymes to digest solids</li> <li>3. swallowing reflex not fully developed</li> </ol>			
	<ol style="list-style-type: none"> <li>4. may interfere with milk intake</li> <li>5. may encourage food allergies</li> </ol> <p>(See Fomon and Pediatric clinics)</p> <ol style="list-style-type: none"> <li>b. kinds               <ol style="list-style-type: none"> <li>1. commercial</li> <li>2. home made</li> </ol> </li> <li>c. guidelines for introducing solid foods               <ol style="list-style-type: none"> <li>1. one at a time - avoid mixtures first</li> <li>2. small amounts</li> <li>3. right consistency</li> </ol> </li> <li>d. guidelines for developing good eating habits               <ol style="list-style-type: none"> <li>1. mealtime pleasant</li> <li>2. don't encourage over-eating</li> <li>3. don't add sugar or salt</li> <li>4. respect likes and dislikes</li> <li>5. don't show own dislikes</li> </ol> </li> </ol>			

## UNIT VI: GROWTH AND DEVELOPMENT

**Unit Description:** This unit of instruction is concerned with growth and development of the person throughout the life cycle. The unit is designed to help the student understand the orderliness of human growth and how each period depends on and prepares the person for the next period.

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This unit deliberately eliminated topics of personality development and emotional needs. These topics are extensively covered in the unit titled Human Behavior. The omission here was done to save time and prevent redundancy.

**Goal:** The goal of this unit is to assist the prospective health care worker understand the individual at differing ages, accept him and assist him progress to his next stage of development.

**Time Frame:** The unit has been prepared to be taught in a four (4) week, 1 hour/day time frame for a total of 20 hours.

TABLE OF CONTENTS

UNIT VI: GROWTH AND DEVELOPMENT

Topic 1 - The Beginning of Life

Topic 2 - The Infant 0-1 Year

Topic 3 - The Child 1-5 Years

Topic 4 - The School Age Child 6-10 Years

Topic 5 - Adolescence

Topic 6 - Adulthood

Topic 7 - Middle Age

Topic 8 - The Aged Individual

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: The Beginning of Life

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall be able to recognize and express verbally or in writing the parts of the human anatomy involved in conception. Criterion: 80% accuracy.</p> <p>Define the term conception with 100% accuracy.</p> <p>Describe fetal development with no more than three errors.</p> <p>Write a summary of the physiological occurrences in the birth process. Criterion: 80% accuracy.</p>	<p>Structure and function of Reproductive System</p> <ul style="list-style-type: none"> <li>Puberty</li> <li>Menstruation</li> <li>Conception</li> <li>Gestation</li> </ul> <p>Fetal Development</p> <p>The Birth Process</p> <ul style="list-style-type: none"> <li>Labor</li> <li>Delivery</li> </ul>	<p>Complete a dictionary of study terms (made up by the teacher) relative to this unit.</p> <p>Read the chapter on the Reproductive System in Memmler &amp; Wood or a similar text.</p> <p>View the film "All My Babies" or a comparable film. Write a paper describing the birth process.</p>	<p>Correctly identifies either verbally or in writing the organs that compose the reproductive system.</p> <p>Define conception without error.</p> <p>Describes fetal development with no more than three errors.</p> <p>Summarize in writing the physiological occurrences in the birth process with 80% accuracy.</p>	<p>Schuster, Clara and Ashburn, Shirley <u>The Process of Human Development - A Holistic Approach</u>, Little Brown and Co., Boston 1980.</p> <p>Trainex Filmstrip - "Emergency Child Birth" #357, Trainex Corporation, P. O. Box 116, Garden Grove, Calif. 92642</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: The Infant: 0-1 Year

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Identify in writing the needs of the infant with 80% accuracy.</p> <p>Distinguish a newborn from an infant.</p> <p>Describe the physical characteristics of a normal infant - re: length, weight, learning capabilities, motor capabilities.</p> <p>Give examples of two activities which foster motor development of an infant.</p>	<p>Description and definition of infancy and neonate.</p> <p>Basic needs of all human beings.</p> <p>Specific needs of infants.</p> <p>Activities for baby.</p> <p>The function of play in a child's life.</p> <p>How to play with baby.</p>	<p>Read chapter in textbook - Babcock. Prepare outline of chapter using the following topics:</p> <ol style="list-style-type: none"> <li>Physical Development</li> <li>Mental</li> <li>Biological needs</li> <li>Learning capability</li> </ol> <p>Observe ten babies under 1 year of age for two hours each. Prepare a chart as follows:</p> <ol style="list-style-type: none"> <li>what do they look like? (size of head, length, color, etc.)</li> <li>what are they able to do?</li> <li>what do they seem to like? not like?</li> </ol> <p>View filmstrip and listen to record for this age group.</p> <p>Complete teacher made quizzes or work sheets.</p>	<p>Compiles a list or writes a summary of the needs of the infant without prompting or the aid of textbooks with 80% accuracy.</p> <p>Compare and contrast the physical characteristics of a neonate to those of a newborn.</p> <p>Correctly gives two activities which foster motor development</p>	<p>Babcock, Dorothy, <u>Introduction to Growth, Development and Family Life</u>, 3rd edition, F. A. Davis Co., Philadelphia 1972.</p> <p>*Textbook for course</p> <p>Filmstrip: Concept Media, "Human Development: The First 2 Years," Concept Media, 1500 Adams Ave., Suite 310, Mesa, Calif., 92626.</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: The Child from 1-5 Years

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to describe skeletal development in this age group. Criterion: 100% accuracy.</p> <p>The student shall be able to describe motor development for the age group 1-5 years with 85% accuracy.</p> <p>The student shall with no more than three errors construct a chart of the developmental progression of this age group using the headings: height weight activity needs language</p> <p>The student shall be able to explain which social behaviors this age group is expected to exhibit with no more than three errors.</p>	<p>The skeletal system Metabolism relative to skeletal development</p> <p>Motor Development Progression from: 1. head lifting to running and climbing stairs</p> <p>2. Non-directed grasp progressing to full prehension</p> <p>Physical needs</p> <p>Language Development</p> <p>Social Learning 1. Learning restrictions of environment 2. Toilet training 3. Feeding self 4. Dressing self</p>	<p>Teacher led discussion</p> <p>Study charts from Kagan, Mussen &amp; Conger, pages 174, 175, 197.</p> <p>Discuss the charts.</p> <p>Observe children in this age group. Compare their locomotion and prehension ability to that shown in the charts.</p>	<p>Accurately describe the skeletal development of this age group.</p> <p>Describe motor development of the age group 1-5 years with 85% accuracy.</p> <p>Construct a chart depicting developmental progress of this age group with no more than three errors.</p> <p>Explain the social behaviors expected of this age group with no more than three errors.</p>	<p>Kagan, Mussen &amp; Conger, <u>Child Development and Personality</u>, 3rd edition, Harper and Row</p> <p>Filmstrip: Concept Media, Physical Development, Physical Growth &amp; Motor Development, Language Development, The Role of Play.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: The School Age Child 6-10 Years

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student shall correctly describe the physical development of the school age child.	Physical characteristics of the school age child Height Weight gain Motor development Language and speech development	Read chapter in textbook	Describe the physical development of the school age child with 100% accuracy.	✓
The student shall be able to list the physical needs of the school age child with 80% accuracy.	Physical needs of the school age child 1. Nutrition 2. Rest, exercise and sleep 3. Medical-dental supervision	Visit an elementary school - observe 3rd grade students, 1st grade students, 6th grade students. Write a summary of the visit noting differences in activities, classroom arrangement, responses to questions, reaction to visitors!	List the physical needs of the school age child with 80% accuracy.	Hymovich, D. and Chamberlin, R. <u>Child and Family Development - Implications for Primary Care</u> , McGraw-Hill: New York 1980
The student shall be able to describe appropriate social behaviors for this age group. Criterion: 80% accuracy.				



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: Adolescence

OBJECTIVES.	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall be able to describe the physical changes occurring in adolescence. Criterion: 80% accuracy.</p> <p>The student shall be able to list the physical needs of the adolescent. Criterion: 80% accuracy.</p> <p>The student shall be able to describe the social developmental tasks of the adolescent. Criterion: 80% accuracy.</p>	<p>Physical changes of adolescence: Endocrine system's influence on the body. a. bones b. puberty-menstruation c. secondary sexual characteristics</p> <p>Physical needs of the adolescent: 1. controlling and using a rapidly changing body 2. nutrition 3. activity</p> <p>Social Development 1. establishing independence from adults 2. behaving according to shifting teen codes 3. planning a vacation</p>	<p>Lecture-discussion</p> <p>Read chapter in book</p> <p>View appropriate films</p> <p>Talk to an adolescent, find out what is most important to him/her? What does he want to be? How does he feel about parental restrictions? Compare his responses to what you have learned in class.</p>	<p>Describe the physical changes occurring in the adolescent.</p> <p>List the physical needs of the adolescent.</p> <p>Describe the social developmental tasks of the adolescent.</p>	<p>AVNA - Adolescence: Changing Values, Audio Visual Narrative Arts, Box 9, Pleasantville, New York 10570</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: Adulthood

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student shall be able to list the physical needs of the adult. Criterion: 80% accuracy.	Physical Development of the Adult Stability of growth Peak level of energy Muscle tone and skeletal development stable	Lecture-discussion Textbook Chapter 6		
	Physical needs Nutrition Activity and rest Safety Medical supervision	Complete a list of terms (constructed by the teacher)	List the physical needs of the adult.	<u>Passages</u>
The student shall be able to describe the social developmental tasks	Social Development Mate selection of career selection Child rearing Hobbies and leisure time activities	Read selected areas of passages (selected by teacher) and discuss in class.	Describe the social developmental tasks of the adult.	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: Middle Age 40-60 Years

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall be able to cite the more common physical changes occurring in this age group. Criterion: 80% accuracy.</p> <p>The student shall be able to list the physical needs of this age group. Criterion: 80% accuracy.</p>	<p>Physical Changes</p> <ol style="list-style-type: none"> <li>1. Lens accommodation decreases</li> <li>2. Metabolism slows down</li> <li>3. Energy level decreases</li> <li>4. Changes in gums may cause tooth loss</li> <li>5. Beginning of chronic diseases</li> </ol> <p>Physical Needs</p> <ol style="list-style-type: none"> <li>1. Medical supervision</li> <li>2. Nutrition</li> <li>3. Dental supervision</li> <li>4. Activity and rest</li> </ol>	<p>Lecture-discussion</p> <p>Chapter in textbook</p> <p>Interview a family member in this age group. Find out their plans for retirement, how they feel about their job, what changes they made because of grown children.</p>	<p>Cite the more common physical changes occurring in this age group.</p> <p>List the physical needs of the 40-60-year age group.</p> <p>Discuss how age has changed the social needs of the 40-60 year old age group.</p>	<p>Filmstrips: Trainex - "Human Sexuality with Aging" #458 "The Challenges of Aging: Change and Loss" #457</p> <p>Concept Media - "Perspectives on Aging"</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Growth and Development

Topic: The Aged Individual

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall be able to describe the degenerative changes occurring due to age. Criterion: no more than three errors.</p> <p>Compare the need for safety of the aged individual to those of another age group. Criterion: no more than three errors.</p> <p>The student shall be able to describe social needs and social activities for this age group. Criterion: 80% accuracy.</p>	<p>Definition of degeneration.</p> <p>Physical changes due to degeneration:</p> <ul style="list-style-type: none"> <li>Decreased metabolism</li> <li>Digestive system changes</li> <li>Circulatory system changes</li> <li>Muscular-skeletal changes</li> </ul> <p>Physical needs:</p> <ul style="list-style-type: none"> <li>Prevention of injury</li> <li>Home safety</li> <li>Medical supervision</li> </ul> <p>Social needs:</p> <ul style="list-style-type: none"> <li>Contact with family</li> <li>Substitution for loss of spouse</li> </ul>	<p>Lecture</p> <p>Read chapter in textbook</p> <p>Make a list of safety needs for a 1-year-old, a 5-year-old, a 45-year-old, an 80-year-old.</p> <p>Obtain the goals or objectives of a senior citizens group in your community. Discuss these in class.</p>	<p>Describe the degenerative changes occurring in the aged individual.</p> <p>Compare and contrast the safety needs of this age group.</p> <p>Describe the social needs and activities for the aged individual.</p>	<p>Filmstrips:</p> <p>Trainex: "Growing Old In America: A Cultural Perspective," #455.</p> <p>"Biological Changes of Aging: Physical Appearance and Special Senses." #453</p> <p>"Biological Changes of Aging: Function and Capacity." #454</p>

297

298

150

UNIT VII: INFECTION AND DISEASE

Unit Description: Selected concepts from pathology, immunology and microbiology were used to form this unit of instruction. Practical application of these concepts to specific acts performed by the health care worker at the assisting level are presented with time for practice to develop skill.

Goal: This unit of instruction is designed to help the student develop an understanding of the factors that cause disease, how the body responds to disease and how to protect one's self against disease producing sources.

Time Frame: A time period of not less than 20 hours nor more than 30 hours should be devoted to this unit.

UNIT CONTENTS - Infection and Disease

Topics

1. Introduction to Selected Scientific Concepts
2. Kinds of Microorganisms
3. Characteristics of Microorganisms
4. How Communicable Diseases are Spread
5. The Body's Defenses
6. Infection and Disease
7. Control of Infection and Disease

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: Introduction to Selected Scientific Concepts

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall correctly define: Microbiology Immunology Pathology</p> <p>The student shall cite the importance of microbiology, immunology and pathology to the health care worker. Criterion: 80% accuracy.</p>	<p>Definitions and selected principles from: Microbiology Immunology Pathology</p> <p>Importance of immunology, microbiology and pathology to man.</p> <p>Microbes as agents of change in: alcohol fermentation leather tanning antibiotic production</p>	<p>Read assignment in textbook.</p> <p>Discuss terms in classroom.</p> <p>View filmstrip "Basic Concepts of Microbiology."</p>	<p>On a paper and pencil test, correctly define: Microbiology Immunology Pathology.</p> <p>Cite the importance of microbiology, pathology, and immunology to the health care worker with an 80% level of accuracy.</p>	<p>Ferris, Elvira, <u>Microbiology for Health Careers</u>, Delmar Publishers 1974.</p> <p>Concept Media - "Basic Concepts of Microbiology"</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: Kinds of Microorganisms

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall be able to describe how microorganisms are classified. Criterion: 80% accuracy.</p> <p>The student shall be able to list the classification of microorganisms with an 80% level of mastery.</p>	<p>Microorganisms are classified according to their differences in:</p> <ul style="list-style-type: none"> <li>form</li> <li>size</li> <li>rates of growth</li> <li>other characteristics</li> </ul> <p>Classifications</p> <ul style="list-style-type: none"> <li>Protozoa</li> <li>Fungi</li> <li>Bacteria</li> <li>Rickettsia</li> <li>Viruses</li> <li>Parasitic Worms</li> </ul>	<p>Lecture-discussion</p> <p>Read textbook</p>	<p>Describe how microorganisms are classified with an 80% level of accuracy.</p> <p>List the classifications of microorganisms with an 80% level of accuracy.</p>	



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: Characteristics of Microorganisms

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student shall be able to list the six vital functions of microorganisms.	Vital functions of all microorganisms: metabolism growth reproduction irritability motion protection	Participate in a guided discussion of characteristics of microorganisms and how microorganisms grow.  Read textbook.  Discuss readings.	List the six vital functions of microorganisms.	
The student shall be able to correctly identify control techniques for microorganisms used in health care.	Conditions needed for growth of microorganisms.  Manipulation of conditions to inhibit growth or cause death of microorganism.	Write a paragraph describing microorganism control.	Correctly identify control techniques for controlling microorganisms used in health care.	

CURRICULUM FOR HEALTH OCCUPATIONS, SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: How Communicable Diseases are Spread

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall be able to define and correctly use the term communicable disease.</p> <p>The student will be able to relate the two ways communicable diseases are spread.</p>	<p>Definition of communicable disease Examples of communicable disease: common cold, chicken pox</p> <p>Methods of spreading communicable disease: direct contact indirect contact</p>	<p>Complete readings in textbook.</p> <p>List the living and non-living diseases stated in textbook.</p> <p>List everyday good health habits that prevent spread of communicable diseases, especially the common cold.</p> <p>List several ways microorganisms are spread.</p>	<p>Define communicable disease. Use the term communicable disease correctly in class discussions.</p> <p>Relate two ways communicable diseases are spread.</p>	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: The Body's Defenses

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student shall be able to explain how the body defends itself against disease.	Natural body defenses: 1. Intact skin and mucous membranes 2. Cells 3. Natural secretions 4. Reflexes 5. Blood components 6. Temperature	Read appropriate chapter in textbook.  Using anatomical charts, locate as many body defenses as you can.	Explain how the body defends itself against disease.	
The student shall be able to describe the inflammatory process.	The inflammatory process.  Immunity definition.	Discuss the inflammatory process in class.	Describe the inflammatory process.	
The student shall be able to correctly define the term immunity and name the different types of immunity.	Types: passive active	Discuss the four factors which determine whether the pathogen or the affected person is the victor of the battle.	Define immunity. State the two types of immunity.	

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: Infection and Disease

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student shall be able to correctly define infection.	Define infection Pathogens Portals of entry Effects of pathogens on body Production of toxins Destruction of tissue Phagocytosis	Lecture-discussion  Complete assigned readings.  Discuss readings.  Debate whether both effects can occur at once.	Define infection.	
The student shall be able to correctly describe the infectious process.			Define the infectious process.	
Define disease correctly.	Definition of disease.		Define disease.	
List a minimum of four predisposing factors to disease.	Predisposing factors to disease: Malnutrition Age Fatigue Environmental factors			
State seven of the direct causes of disease.	Direct causes of disease: Microorganisms Congenital diseases Deficiency diseases Trauma Poisons and poisoning Heat and cold Heredity Stress Degenerative disease			

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: Infection and Disease (continued)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Compare and contrast the types of signs and symptoms	<p>Types of Diseases:            Acute            Subacute            Chronic</p> <p>Signs and symptoms definition.            Types:            Objective            Subjective            Prodromal            Syndrome</p>	Complete a terminology list (constructed by teacher)		

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Infection and Disease

Topic: Control of Infection and Disease

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student shall be able to list the current means by which infection and diseases are controlled. Criterion: 80% accuracy</p>	<p>Medical Asepsis</p> <p>Surgical Asepsis</p> <p>Isolation</p> <p>Controlling microorganisms</p> <ol style="list-style-type: none"> <li>1. disinfection</li> <li>2. antisepsis</li> <li>3. sterilization</li> </ol> <p>Sterile technique</p> <p>Gowning</p> <p>Gloving</p> <p>Opening sterile packages</p> <p>Handling sterile equipment</p> <p>Application of sterile dressings.</p>	<p>Read appropriate chapter in textbook.</p> <p>Complete dictionary study of new terms as instructed by teacher.</p> <p>Discuss readings in class.</p> <p>View filmstrip.</p> <p>Observe teacher demonstration.</p> <p>Practice session.</p>	<p>Demonstrate surgical aseptic technique by opening sterile packages, donning sterile gloves and maintaining a sterile field with an 80% degree of accuracy.</p>	<p>Trainex: "Medical Asepsis"</p> <p>"The Growing Problem of Hospital Infection"</p> <p>Film loops</p> <p>Super 8 Prentice Hall "Asepsis: Sterile Gowning," "Asepsis: Sterile Glove Application," "Asepsis: Simple Dressing"</p> <p>Trainex: "Sterile Techniques, and Dressing Change"</p>
<p>The student shall with 80% level of accuracy, demonstrate surgical aseptic techniques by opening sterile packages, donning surgical gloves, maintaining a sterile work field.</p>				

UNIT VIII: BASIC HEALTH CARE SKILLS

Unit Description: The purpose of this unit is to provide basic health care skills and procedures. Laboratory or practice sessions are required for this unit.

Goals: The students will be able to measure vital signs, height and weight; safely and efficiently transport patients; handle sterile supplies without contaminating them; record pertinent patient information; and make significant observations concerning the patient's condition.

UNIT CONTENTS - Basic Health Care Skills

Topics

1. Vital Signs
2. Body Mechanics
3. Medical Asepsis
4. Determining and Recording Weight and Height
5. Specimen Collection
6. Charting
7. Observation



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

Topic: Vital Signs

UNIT: Basic Health Care Skills

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Explain the importance of vital signs.</p> <p>List three factors that regulate body temperature.</p> <p>State the normal ranges of temperature taken: orally rectally axillary</p> <p>List indications and contraindications for each method of taking temperature.</p> <p>Demonstrate the ability to take an oral, rectal and axillary temperature within three to five minutes.</p> <p>Define the term pulse.</p> <p>Demonstrate the ability to locate the sites where pulse may be taken when given an anatomical drawing of a person.</p>	<p>Importance of vital signs</p> <p>A. Any change in one may affect the other.</p> <p>B. Normal rate may change indicating the presence of disease or infection.</p> <p>C. A patient's condition can be evaluated through accurate measurement of v.s.</p> <p>Factors which increase heat production and heat loss</p> <p>A. Digested food, muscle and gland activity produce heat by oxidation. Some heat is obtained through the environment.</p> <p>B. Body heat is reduced by breathing, elimination of body wastes, and the taking in of cold beverages and foods. Most body heat is lost through skin and pores.</p> <p>C. The balance between heat production and heat loss results in a normal temperature of 97.6 to 99° F.</p> <p>Normal oral 97.6° to 99° F Normal rectal 99.6°</p>	<p>Information sheets</p> <p>Assignment sheets</p> <p>Reading a thermometer</p> <p>Pulse site locations</p> <p>Graphic sheets</p> <p>Laboratory classes</p> <p>Each student will practice each of the following:</p> <p>A. Temperatures: 1. oral 2. rectal 3. axillary</p> <p>B. Apical and Radial pulse</p> <p>C. Respirations</p> <p>D. Blood pressure</p> <p>E. Charting</p>	<p>Each student will pass a teacher test with a minimum of 70% accuracy.</p> <p>Each student will demonstrate the ability to accurately take a temperature using the three routes with a 1.2° accuracy. Count a pulse and respiratory rate and be within +5 beats of instructor.</p> <p>Take a blood pressure with 5 mm of instructor.</p>	<p>Wood, Lucille <u>Nursing Skills for Allied Health Service</u>, W. B. Saunders 1977</p> <p>Amoka - AVTI <u>Basic Nursing</u>, Minnesota Instructional Material Center 1978</p> <p>Atkinson, Betty, <u>The Medical Assistant</u>, Delmar 1976</p> <p>East Texas State University <u>Health Occupations Education</u>, 1979</p> <p>Transparency Masters</p> <ol style="list-style-type: none"> <li>1. Standard Fahrenheit Thermometer</li> <li>2. Reading a thermometer</li> <li>3. Pulse and locations</li> </ol> <p>Filmstrips: Trainex "Temperature, Pulse, Respiration"</p> <p>Trainex Library: "Blood Pressure"</p>

319

320

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Vital Signs

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Identify five factors that affect heart rate and pulse rate.</p> <p>Identify the average pulse rates for different age groups.</p> <p>Demonstrate the ability to take an apical and radial pulse rate and be within five beats of the instructor.</p> <p>Identify five factors that affect respiration.</p> <p>Demonstrate the ability to count a respiratory rate accurately and be within two breaths of the instructor.</p> <p>Identify six factors which affect B/P.</p> <p>Differentiate between systolic and diastolic.</p> <p>Demonstrate the ability to take a B/P with less than 10 mm error when checked by instructor.</p>	<p>Normal axillary 97.6° F Subnormal - below 97° F (oral) Moderate fever 100° to 103° F (oral) High fever 103° to 105° F oral (Note: Rectal temperatures average one degree higher than oral temperatures, axillary temperatures average one degree lower than oral.)</p> <p>Orally A. Easiest B. Most convenient C. Most comfortable</p> <p>Rectally A. Most accurate B. Safest C. Used for children under 6</p> <p>Axillary A. Least accurate B. Used when neither of the other two methods can be used.</p> <p><u>Contraindications</u> Orally A. When breathing is difficult B. Nasal or oral obstruction C. When patient is receiving oxygen D. If patient is senile, acutely mentally ill, confused or unconscious</p>			

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Vital Signs

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Define a list of thirty terms relating to vital signs with 70% accuracy.</p> <p>Record vital signs from simulated situations on a graphic sheet with 100% accuracy.</p>	<p>Rectally</p> <p>A. In disease, infection, inflammation, or following surgery of the perineum or rectum.</p> <p>B. Severe diarrhea</p> <p>List procedure for temperature taking.</p> <p>Pulse is defined as the beat of the artery that you feel when the heart pumps blood through the body.</p> <p>Pulse location (refer to transparency master)</p> <p>A. Temporal - in the temple area</p> <p>B. Carotid - on each side of the neck</p> <p>C. Brachial - inner arm, bend of elbow</p> <p>D. Radial - thumb side of wrist</p> <p>E. Femoral - inner thigh below the groin</p> <p>F. Dorsalis Pedis - top of foot</p> <p>Apical pulse - heart rate counted at the apex of the heart using a stethoscope.</p>			

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Vital Signs

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Radial rate - pulse rate counted at the radial artery.</p> <p>Activity</p> <ul style="list-style-type: none"> <li>Emotions</li> <li>Some drugs (caffeine T, digitalis)</li> <li>Endocrine disturbances</li> <li>Elevated temperature</li> <li>Pregnancy</li> <li>Body build</li> <li>Blood pressure</li> </ul> <p>Men 60-72 Women 68-80 Infants 110-130</p> <p>Outline procedure for taking pulse</p> <p>Age (higher for infants and children) Sex (usually faster in women) Exercise Pain Fever Heart disease Some drugs Some head injuries</p> <p>Outline procedure for counting respiration</p> <p>Age - lower in children</p>			

# CURRICULUM FOR HEALTH OCCUPATIONS- SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Vital Signs

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES																				
	<p>Sex - higher in men Body build - usually higher in obese individuals Exercise - Physiological conditions (i.e., pain, emotion, disease, drugs, hemorrhage, smoking)</p> <p>Range Adults: systolic 110-146           diastolic 60-90 Infants systolic 80-50           diastolic 58-40</p> <p>Systolic, - highest point of contraction of the heart</p> <p>Diastolic - lowest point to which it drops (relaxation of the heart)</p> <p>Outline procedure for taking a B/P</p> <p>Terms relating to vital signs</p> <table><tr><td>fever</td><td>apnea</td></tr><tr><td>febrile</td><td>dyspnea</td></tr><tr><td>metabolism</td><td>orthopnea</td></tr><tr><td>crisis</td><td>Cheyne-Stokes</td></tr><tr><td>hypothermia</td><td>hyperpnea</td></tr><tr><td>rate</td><td>sphygmomanometer</td></tr><tr><td>pulse deficit</td><td>rates</td></tr><tr><td>tachy cardia</td><td>bradycardia</td></tr><tr><td>respiration</td><td>blood pressure</td></tr><tr><td>arrhythmia</td><td></td></tr></table>	fever	apnea	febrile	dyspnea	metabolism	orthopnea	crisis	Cheyne-Stokes	hypothermia	hyperpnea	rate	sphygmomanometer	pulse deficit	rates	tachy cardia	bradycardia	respiration	blood pressure	arrhythmia				
fever	apnea																							
febrile	dyspnea																							
metabolism	orthopnea																							
crisis	Cheyne-Stokes																							
hypothermia	hyperpnea																							
rate	sphygmomanometer																							
pulse deficit	rates																							
tachy cardia	bradycardia																							
respiration	blood pressure																							
arrhythmia																								

167

327

328

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Body Mechanics

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Define body mechanics.</p> <p>List four basic principles of good body mechanics</p> <p>Name the body systems involved in body movement and state their function.</p> <p>List the principles of good body balance.</p> <p>List the rules for good posture.</p> <p>Explain the ten commandments of good body mechanics.</p> <p>Define a given list of terms relating to body mechanics.</p> <p>Demonstrate the ability to safely perform each of the following:</p> <ol style="list-style-type: none"> <li>1. dorsal, lateral and prone position a patient in bed using good body mechanics.</li> <li>2. move a patient to a sitting position.</li> <li>3. transfer a patient from bed to chair/wheelchair</li> </ol>	<p>Body mechanics refers to using the body in the most effective way to perform activities involving posture and movement, i.e., standing, walking, sitting, stooping and lifting.</p> <p>Basic principles:</p> <ol style="list-style-type: none"> <li>A. The base of support influences body balance. A broader base provides better balance.</li> <li>B. The lower the center of gravity, the greater the object's stability. (Do not twist)</li> <li>C. The center of gravity should be over the base of support.</li> <li>D. Maintain proper alignment (good posture) <ol style="list-style-type: none"> <li>1. prevents fatigue</li> <li>2. prevents muscle strain</li> <li>3. prevents deformities</li> <li>4. prevents injury</li> <li>5. prevents pain</li> </ol> </li> </ol> <p>Musculoskeletal system The body framework is formed by the skeletal system.</p>	<p>Complete information sheets.</p> <p>Complete work sheets on: Body alignment terminology diagram: musculoskeletal system, nervous system, digestive system, urinary system to show interrelationship of body movement.</p> <p>Teacher demonstrations of various positions.</p> <p>Laboratory classes of each student demonstrating his/her ability to perform all procedures safely and accurately.</p>	<p>Each student will pass a teacher made test with a minimum of 70% accuracy.</p> <p>Each student will demonstrate the ability to sit and stand correctly, lift various objects, lift and move a helpless patient in bed, position a patient in bed, perform transfer activities according to predetermined performance standards.</p>	<p>Hicks, Dorothy <u>Patient Care Techniques</u>, Bobbs-Merrill 1975</p> <p>Wood, Lucille <u>Nursing Skills for Allied Health</u>, Saunders 1977</p> <p>Anoka Area Vocational Institute <u>Basic Nursing</u>, White Bear Lake Minn., 1978</p> <p>Atkinson, Betty <u>The Health Assistant</u>, Delmar 1976</p> <p>Trainex Filmstrips: "Do the Sick No Harm" "Lifting and Moving Patients" "Patient Safety: From Thermometer to Wheelchair" "Transfer Activities"</p> <p>Trainade: "Principles of Body Mechanics"</p>

168

330

329

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Body Mechanics

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>4. dangle a patient</p> <p>5. position a patient with pillows</p> <p>6. move a helpless patient in bed with/without a turn sheet</p> <p>7. ambulate a patient</p> <p>8. lifting and moving objects</p>	<p>The bones and joints are important to the system. The point where bones come together is called a joint, and it is this joint that allows body movement.</p> <p><u>The Nervous System:</u> The brain, spinal cord, and nerves produce and conduct electrical energy. impulses that allow the muscles to work in a smooth, coordinated manner.</p> <p><u>The Cardiopulmonary System:</u> The heart and lungs are necessary to supply and transport oxygen, glucose and other vital substances to the muscles and other body tissues.</p> <p><u>The Digestive and Urinary System</u> Digestive system breaks down food we eat into proteins, fat, sugars and glucose necessary to the muscles for its energy source. Urinary system is necessary to remove excess waste which might otherwise slow muscle activity.</p> <p><u>Endocrine System.</u> Each gland provides hormones that regulate many of the body's activities including muscle action.</p>			

169

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Body Mechanics

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Balanced means stable, steady, not likely to fall. The force of gravity affects balance because it is constantly pulling the body toward the earth. Three principles of gravity that affect our balance are:</p> <ul style="list-style-type: none"> <li>A. Center of gravity</li> <li>B. Base of support</li> <li>C. Line of gravity</li> </ul> <p>When a person stands in an erect position so that the line of gravity is correct, body balance is pressured.</p> <p>If the posture is out of alignment, the body weight distribution is shifted, the balance is upset, the muscles no longer work together and gravitational pull is increased.</p> <p>Good posture</p> <ul style="list-style-type: none"> <li>A. Stand tall (straight as possible)</li> <li>B. Feet parallel and slightly apart</li> <li>C. Eyes focused on object at eye level straight ahead</li> <li>D. Abdomen and buttocks tucked in</li> <li>E. Shoulders held level</li> </ul>			



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Body Mechanics

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>F. Knees and hips straight</p> <p>G. Encourage to sit tall, stand tall, walk tall</p> <p>Sitting</p> <p>A. Body weight should be equally distributed on thighs and buttocks</p> <p>B. Lower pack positioned against the back of the chair</p> <p>C. Feet flat on floor</p> <p>D. Use pillows or stool for correction</p> <p><u>Clue the patient in.</u> Be sure patient knows what you're going to do - how you are going to do it.</p> <p><u>Get help</u> if it is more than you can handle.</p> <p><u>Check your footing</u> - feet apart for better balance.</p> <p><u>Move close.</u> Hold object to be moved close to your center of gravity.</p> <p><u>Squat.</u> Bend hips and knees and keep back straight.</p> <p><u>Lift.</u> Use thigh muscles by straightening your legs.</p>			

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Body Mechanics

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES																				
	<p>Be <u>smooth and synchronized</u>. Work together with the person helping you.</p> <p><u>Turn - Don't twist</u>. Shift position of your feet to turn.</p> <p><u>Don't lift</u> when you can pull or push an object.</p> <p><u>Teach and preach</u> so that everyone lifts safely.</p> <p>Define the following terms relating to body:</p> <table><tr><td>mechanics</td><td>extremities</td></tr><tr><td>abduction</td><td>balance</td></tr><tr><td>adduction</td><td>anterior</td></tr><tr><td>extension</td><td><u>exercise</u></td></tr><tr><td>flexion</td><td>1. active</td></tr><tr><td>rotation</td><td>2. passive</td></tr><tr><td>posture</td><td>3. range of</td></tr><tr><td>gravity</td><td>motion</td></tr><tr><td>hyperextension</td><td>contracture</td></tr><tr><td></td><td>atrophy</td></tr></table> <p>Demonstrate the correct procedure for:</p> <p>A. dorsal, lateral and prone positioning of a patient.</p> <p>B. Moving patient to a sitting position.</p>	mechanics	extremities	abduction	balance	adduction	anterior	extension	<u>exercise</u>	flexion	1. active	rotation	2. passive	posture	3. range of	gravity	motion	hyperextension	contracture		atrophy			
mechanics	extremities																							
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	atrophy																							

172

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Asepsis

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Differentiate between medical and surgical asepsis.</p> <p>Explain the role of carrier in the transmission of disease.</p> <p>Explain the relationship of handwashing to control of infection using the handwashing concept.</p> <p>State three reasons for proper handwashing technique.</p> <p>Identify five factors in the environment that promote the growth of microorganisms.</p> <p>Identify at least two barriers to control the spread of infection.</p> <p>Describe how each of the following affect microorganisms:</p> <p>A. Sanitation</p> <p>B. Disinfectant</p> <p>C. Sterilization</p>	<p>Medical asepsis. The day to day practices directed toward decreasing and hindering the transfer of disease producing microorganisms from one person or place to another.</p> <p>Surgical asepsis. Those practices which are directed toward keeping an area, and the objects within that area free of all organisms, not just pathogens.</p> <p>The U.S. Department of Health lists three essential requirements for an infection to spread:</p> <p>A. A source of infecting organism</p> <p>B. A means of transmission for the organism</p> <p>C. A susceptible host</p> <p>Microorganisms are transmitted by various routes.</p> <p>A. Contact route</p> <p>1. direct</p> <p>2. indirect</p> <p>3. droplet</p>	<p>From a given number of supplies and equipment, identify sterile and unsterile supplies.</p> <p>Complete information sheet.</p> <p>Complete terminology.</p> <p>View transparencies:</p> <p>"Ways organisms are spread"</p> <p>"Autoclaving"</p> <p>Complete word-find puzzle.</p> <p>Wash hands using aseptic technique.</p>	<p>Each student will pass a teacher made test with a minimum of 70% accuracy.</p> <p>Each student will demonstrate the ability to wash his/her hands using proper technique as according to predetermined criteria from a performance check list.</p>	<p>Rosdahl, Textbook of <u>Basic Nursing</u>, Lippincott 1973.</p> <p>Hicks, Dorothy <u>Patient Care Techniques</u>, Bobbs-Merrill 1975</p> <p>Anoka Area Vocational Institute <u>Basic Nursing</u>, 1978.</p> <p>Wood, Lucille, <u>Nursing Skills for Allied Health</u></p> <p>Filmstrips: Trainex</p> <p>"Medical Asepsis"</p> <p>"Bacteria Control"</p> <p>"Sanitizing the Hospital Environment"</p>

339

340

173

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Asepsis

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Discuss the important points of aseptic handwashing.</p> <p>Demonstrate handwashing technique.</p>	<p>B. Vehicle route</p> <ol style="list-style-type: none"> <li>1. food contamination</li> <li>2. water</li> <li>3. stool</li> <li>4. blood</li> <li>5. topical drugs</li> </ol> <p>C. Airborne transmission</p> <p>D. Vector borne</p> <p>The five most common methods of disease transmission are the five fingers! They carry germs to the mouth, nose, eyes and other people.</p> <p>Microorganisms can be spread in several ways:</p> <ol style="list-style-type: none"> <li>A. Hospital equipment to patient to worker</li> <li>B. Patient to patient</li> <li>C. Worker to worker</li> </ol> <p>Two reasons why handwashing is absolutely essential are:</p> <ol style="list-style-type: none"> <li>A. Microorganisms that are harmful to man can be transmitted by means of direct and indirect contact.</li> <li>B. Certain microorganisms are capable of causing disease.</li> </ol>			

174


341

342

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Asepsis

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Protects yourself Protects patients Protects others</p> <p>Moisture Food Oxygen Temperature Darkness</p> <p><u>Handwashing</u> - the most effective barrier the health professional has available.</p> <p><u>Isolation technique</u> - a system in which mechanical barriers are set up to confine pathogens within a certain area or prevent their entry into the area.</p> <p><u>Sanitation</u> - pertains to conditions which are conducive to good health.</p> <p><u>Disinfection</u> - refers to the use of an agent to destroy or inhibit the growth of bacterial</p> <p><u>Sterilization</u> - the rendering of an article or object free of all living microorganisms.</p>			

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Asepsis

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES																						
Match terms and definitions relating to medical and surgical asepsis and sterilization.	<p>Do it often - stand away from the sink to avoid contact with contaminated area.</p> <p>If using bar soap, rinse before placing in soap tray.</p> <p>Friction is the key to good handwashing.</p> <p>Wash hands for approximately 60 seconds.</p> <p>Use lotion to prevent irritation.</p> <p>Demonstrate proper procedure for handwashing.</p> <p>Define the following terms:</p> <table><tr><td>antiseptic</td><td>asepsis</td></tr><tr><td>autoclave</td><td>chemical agent</td></tr><tr><td>concurrent disinfection</td><td>contaminate</td></tr><tr><td>decontaminate</td><td>detergent</td></tr><tr><td>disinfectant</td><td>germicide</td></tr><tr><td>sepsis</td><td>spore</td></tr><tr><td>microbiology</td><td>sterile</td></tr><tr><td>terminal disinfection</td><td>ultra sonic cleanser</td></tr><tr><td>antiseptis</td><td>microorganism</td></tr><tr><td>bacteria</td><td>friction</td></tr><tr><td>isolation</td><td>communicable</td></tr></table>	antiseptic	asepsis	autoclave	chemical agent	concurrent disinfection	contaminate	decontaminate	detergent	disinfectant	germicide	sepsis	spore	microbiology	sterile	terminal disinfection	ultra sonic cleanser	antiseptis	microorganism	bacteria	friction	isolation	communicable			
antiseptic	asepsis																									
autoclave	chemical agent																									
concurrent disinfection	contaminate																									
decontaminate	detergent																									
disinfectant	germicide																									
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terminal disinfection	ultra sonic cleanser																									
antiseptis	microorganism																									
bacteria	friction																									
isolation	communicable																									

176

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Determining and Recording Weight and Height

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Balance the scale.</p> <p>Measure patient, height, using a meter stick and convert feet to inches.</p> <p>Place the patient on the scale in proper manner.</p>	<p>Scales will vary from place to place. Be sure to get proper instructions on how to balance the scale you are to use. Balance it before you begin the procedure.</p> <p>Patients should be weighed with their shoes off.</p> <p>The weight of a person may vary during the day.</p> <p>A meter stick is read in inches and the inches should be converted to feet to determine the patient's height.</p> <p>12 inches=1 foot 60 inches=5 feet</p> <p>Balance the scale.</p> <p>Place two paper towels on base of scale for patient to stand on while being weighed.</p> <p>Have patient step onto scale.</p> <p>Raise stick and carefully place horizontal bar across top of patient's head, instructing patient to stand as fully erect as possible. Be sure the horizontal bar is level.</p> <p>Record both the weight and height on the patient's chart.</p>	<p>Complete information sheet.</p> <p>Demonstrate procedure for weighing and measuring.</p> <p>Practice weighing and measuring in laboratory setting.</p> <p>Record height and weight of classmates.</p>	<p>Each student will pass a teacher made test with a minimum of 70% accuracy.</p> <p>Each student will demonstrate the ability to properly weigh and measure a patient according to predetermined performance check list.</p>	<p>East Texas State <u>Health Occupations Education</u></p> <p>Hicks, Dorothy, <u>Patient Care Techniques</u> Bobs-Merrill, Indianapolis, 1975</p>

347

348

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Specimen Collection

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>State the principles for collecting specimens.</p> <p>List precautions to be taken in the collection of specimens.</p> <p>Describe procedure for collecting specimens.</p> <p>List the five types of urine specimens.</p> <p>Describe the collection procedure for the five types of urine specimens.</p> <p>Discuss procedures involved in collecting:</p> <ol style="list-style-type: none"> <li>sputum specimen</li> <li>stool specimen</li> <li>urine</li> </ol> <p>When given a selected patient, collect desired specimen, complete necessary forms, deliver specimen to lab and properly record procedure on the proper records.</p> <p>Define a given list of terms relating to specimen collection.</p>	<p>The general principles for collecting specimens are the same for all types of specimens.</p> <p>The patient must fully understand <u>what</u> is to be collected, <u>how</u> it is to be collected and <u>what</u> container will be used.</p> <p>Proper storage is necessary until it reaches the laboratory. In addition, it must be placed in the proper collecting container.</p> <p>Proper labelling is <u>vital</u>. Label container before giving it to the patient. A laboratory request accompanies the specimen to the laboratory.</p> <p>The <u>correct</u> specimen must be collected in the <u>correct</u> container and in the <u>correct</u> manner in order to have a specimen that <u>can be properly tested</u>.</p> <p>Guard against carelessness.</p> <p>Explain procedure to patient.</p>	<p>Prepare information sheet.</p> <p>Define terminology words.</p> <p>Demonstrate through supervised performance the ability to:</p> <ul style="list-style-type: none"> <li>collect a routine urine specimen</li> <li>collect a midstream clean catch urine specimen</li> <li>collect a 24 hour urine specimen</li> <li>collect a stool specimen</li> <li>collect a sputum specimen</li> </ul>	<p>Each student will pass a teacher made test with a minimum of 70% accuracy.</p> <p>Each student will demonstrate the ability to collect the four different kinds of urine specimens, collect a stool specimen, collect a sputum specimen.</p> <p>Initiate the proper laboratory forms, transport to lab, and chart properly according to predetermined performance standards.</p>	<p>East Texas State <u>Health Occupations</u></p> <p>Atkinson, Betty, <u>The Medical Assistant</u>, Delmar 1976</p> <p>Anoka Area Vocational Technical Institute, <u>Basic Nursing</u>, Minnesota Instructional Materials Center 1978</p> <p>Wood, Lucille, <u>Nursing Skills for Allied Health Services</u>, Saunders 1977.</p>

349

350



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Specimen Collection

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Remember that if the specimen is accidentally discarded, there may not be a next specimen and some specimens are vital.</p> <p>Repeat tests increase cost to the patient and they may prolong a hospital stay.</p> <p>Always properly label and use proper container.</p> <p>Laboratory work is either <u>routine</u> or <u>stat</u>.</p> <p>Routine urine specimen Midstream (clean catch) Twenty-four hour - continuous (entire quantity voided is collected) Catheterized</p> <p>Discuss and demonstrate the procedure for:</p> <p>A. The five types of urine specimen collection B. Sputum specimen C. Stool specimen</p>			

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Charting

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able with 80% accuracy to:</p> <p>State the reasons why accurate medical records are important.</p> <p>List at least three purposes of the patient's record and explain the importance of each.</p> <p>Discuss the legal aspects of charting.</p> <p>List at least five things to remember about charting.</p> <p>Chart simulated situations using the general guideline for charting as a guide.</p> <p>Using a simulated situation fill out a clinical work-sheet.</p>	<p>Keep an accurate, running account of the patient's health, illness, injuries, diagnostic procedures, treatments and progress. Records are useless unless they serve their intended purpose.</p> <p>The patient's record is one of the basic tools used by the health team to plan patient care.</p> <p>Purposes:</p> <p>A. For physician's use in:</p> <ol style="list-style-type: none"> <li>1. Directing the patient's care</li> <li>2. Prescribing medications and treatments</li> <li>3. Diagnosing the course of a disease</li> <li>4. Compiling statistics</li> </ol> <p>B. For health worker's use in:</p> <ol style="list-style-type: none"> <li>1. Recording accurate observations of systems</li> <li>2. Providing for continuity of patient care</li> <li>3. Providing a record of the medications, treatments and nursing care.</li> </ol>	<p>Complete information sheets.</p> <p>Complete terminology lists.</p> <p>Complete samples of charting forms.</p> <p>Using simulated situations, chart the various forms using guidelines discussed in class.</p>	<p>Each student will pass a teacher made test with a minimum of 70% accuracy.</p>	<p>Wood, Lucille, <u>Nursing Skill for Allied Health Services</u>, Saunders, 1977</p> <p>Atkinson, Betty, <u>The Medical Assistant</u>, Delmar 1976</p> <p>Anoka Area VTI, <u>Basic Nursing</u>, Minnesota Instructional Materials Center 1978</p> <p>Filmstrips: Trainex "Observation and Charting"</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Charting

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>C. For the patient and hospital:</p> <ol style="list-style-type: none"> <li>1. Protects the rights of both patient and the hospital</li> <li>2. Provides a permanent record of the care and treatment of each patient</li> </ol> <p>The patient's record is a legal document in that it is a permanent record of an individual's care.</p> <p>All who record on charts must do so with accuracy.</p> <p>Erasures are not acceptable as they could be considered as a cover-up for an error.</p> <p>Charting includes the formulation of concise and objective statements to avoid loose reporting.</p> <p>All chart information is confidential and is used in the best interest of the patient.</p> <p>Charting methods vary in different hospitals.</p> <p>Must be neat and legible.</p>			

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Charting

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Capitalize, spell and punctuate correctly.</p> <p>May be important evidence in a lawsuit.</p> <p>Must be kept at least six to seven years.</p> <p>If it is necessary to re-copy, the original page should be retained with the chart marked "copied."</p> <p>Statement should be clear, concise, exact and pertinent in the proper column and appropriate time in chronological order.</p> <p>Recordings may be printed or written, whichever is most legible.</p> <p>The person recording must write out his/her signature consisting of his/her first initial and full last name followed by professional title.</p>			

357

358

182

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Completing Medical Insurance Forms

OBJECTIVES	UNIT OUTLINE. (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to define terms, discuss procedures and demonstrate factors concerned with completing medical insurance forms.</p> <p>List information that should be taken from each person whose medical service fee will be paid, by an insurance company.</p> <p>List information that most insurance companies request.</p> <p>Discuss procedure for managing insurance cases.</p> <p>Match terms relating to filling out medical insurance forms.</p>	<p>A. Name B. Date of birth C. Address D. Social Security number E. Present complaint F. First date complaint began G. Date patient first saw physician regarding present complaint H. Name of insurance company I. Name of insured if other than patient J. Address of insurance company</p> <p>Patient's name and address, name of subscriber, if other than patient</p> <p>Patient's employer</p> <p>Diagnosis When and where services were provided.</p> <p>Description of services rendered.</p> <p>Charge for each service.</p> <p>Keep all necessary records.</p> <p>Be able to interpret insurance coverage from patient card of insurance company.</p>	<p>Provide sample insurance forms for discussion and demonstration.</p> <p>Using a simulated situation, fill out various insurance forms.</p>	<p>Each student will pass a teacher made test with a minimum of 70% accuracy.</p> <p>Each student will complete assignment sheets according to criteria determined by the teacher.</p>	<p>East Texas State University, <u>Health Occupations Education</u> Volume I</p> <p>Bredow, Miriam, <u>Medical Office Procedures</u>, McGraw-Hill, St. Louis 1973</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Completing Medical Insurance Forms

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>Notify patient of his/her responsibilities with regard to billing and charges.</p> <p>File insurance forms on request of patient.</p> <p>Send accurate report to the insurance company.</p> <p><u>Terminology</u></p> <p>A. <u>Claims</u> - a form usually filed by the doctor or company for payment of service rendered.</p> <p>B. <u>Customary Charge</u> - one which is most frequently used by the doctor or medical facility.</p> <p>C. <u>Insurance Coverage</u> - by contract whereby one party undertakes to indemnify or guarantee another a sum for health services rendered or loss of life.</p> <p>D. <u>Prepaid Insurance</u> - money that the patient has previously paid to an insurance company for expected coverage.</p>			

361

362

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Tonic: Collecting and Recording Charges and Billing

OBJECTIVES:	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Upon completion of this unit, the student will be able with 80% accuracy to:</p> <p>List three areas into which business might be divided.</p> <p>Identify procedure for recording a financial transaction.</p> <p>Divide financial records into three groups.</p> <p>List the various ways a patient may pay the doctor.</p> <p>List the important points in writing a receipt.</p> <p>Prepare a statement for a patient.</p> <p>Prepare a receipt for a patient.</p> <p>Fill out a daily log with a day's collection.</p> <p>Write a check accurately.</p> <p>Prepare a deposit slip.</p>	<p>A. Assets - what one owns. B. Liabilities - what one owes. C. Net worth - that which is left over after liabilities are subtracted from assets.</p> <p>A. Record charges for each patient that visits the office. B. Record home visits together with charges and/or payments received. C. Cash payments, partial payments, and payments received in the mail should be recorded immediately.</p> <p>Records should be divided into: A. Money received and services rendered B. Expenditures C. Banking records</p> <p>A. In cash at the time of service B. Monthly, upon receipt of statement C. Insurance D. Fixed monthly or weekly payments</p>	<p>Complete terminology list.</p> <p>Using imaginary information, complete the following: A. Patient statement B. Patient receipt C. Daily log D. Check E. Deposit slip for a day's receipts</p>	<p>Each student will pass a teacher-made test with a minimum of 70% accuracy.</p> <p>Each student will demonstrate the ability to write correctly: A. Patient statements B. Patient receipts C. Daily logs D. Deposit slips according to predetermined performance standards.</p>	<p>Bredow, Miriam, <u>The Medical Assistant</u>, McGraw-Hill, New York 1973</p> <p>East Texas State University, <u>Health Occupations Education</u>, Volume I, 1979</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Collecting and Recording Charges and Billing

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
Match terms relating to collecting and recording daily charges.	<u>Receipts</u> A. Should be in duplicate B. Copy should show all payments C. Should be made out to the individual to whom the account is billed D. Should be written legibly			
	<u>Terminology list</u> Asset Check Statements Third party payment Receipt Petty cash Deposit slip			



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Observation

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Upon completion of this unit, the student will be able to:</p> <p>Define observation.</p> <p>List three characteristics of good observation.</p> <p>Compare listening and hearing and discuss importance in observation.</p> <p>Name five principles of good listening.</p> <p>Distinguish between objective and subjective symptoms.</p> <p>Define terms relating to observation.</p>	<p>The use of the five senses to gain information about the status of a patient's health in order to diagnose, plan and direct patient care.</p> <p>Observations must be:</p> <p>A. Purposeful, not idle curiosity</p> <p>B. Planned, systematized</p> <p>C. Objective and nonjudgemental</p> <p>Listening is an art. One half of the time that you are involved in communicating verbally is spent listening. Hearing is a sense that most of us possess and is not synonymous with listening.</p> <p>Ten principles of good listening:</p> <ol style="list-style-type: none"> <li>1. Stop talking! You cannot listen if you are talking.</li> <li>2. Put the talker at ease.</li> <li>3. Show the other individual that you want to listen. Look and act interested!</li> <li>4. Remove distraction. Do not doodle, tap or shuffle papers.</li> <li>5. Empathize with the other person - try to put yourself in his/her place.</li> </ol>	<p>Complete terminology list, using a given list of signs and symptoms.</p> <p>Classify as objective or subjective.</p> <p>Select a classmate and chart observations using the five senses.</p> <p>Critique a role play situation of two students engaged in conversation.</p>	<p>Each student will pass a teacher made examination with a minimum of 70% accuracy.</p> <p>Each student will complete learning activities in accordance with criteria to be determined by teacher.</p>	<p>Anoka-AVTI <u>Basic Nursing</u>, Minnesota Instructional Center, 1978</p> <p>Rosdahl, Caroline, <u>Textbook of Basic Nursing</u>, Lippincott 1973</p> <p>Filmstrips: Trainex</p> <p><del>"How to Listen More Effectively"</del></p> <p>"Observation and Charting"</p>

187

367

368

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Basic Health Care Skills

Topic: Charting

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
	<p>6. Be patient - do not interrupt.            7. Hold your temper.            8. <u>Do not argue</u>. This puts the other person on the defensive.            9. Ask questions. This demonstrates interest.            10. Stop talking. All other principles depend upon this principle.</p> <p><u>Subjective symptoms</u>            Sensations that only the patient knows about and can report - pain, nausea, fear, headache.</p> <p><u>Objective symptoms</u>            Those signs that can be noted by an observer - rash, swelling, crying, temperature changes.</p> <p>Define the following terms:            symptom            sign            local            orientated            confused            objective            subjective            prodromal</p>			

369

370

## UNIT IX: EMERGENCY CARE AND SAFETY

### DESCRIPTION:

This unit is designed to introduce students in health occupations programs to (1) the importance of emergency care, to recognize sudden illnesses requiring emergency care, and to be able to administer this care, and (2) the importance of safety practices at all times, to recognize the hazards at the medical facility and demonstrate safety practices.

### GOALS:

(1) After completing this unit, the student will be able to define emergency care, demonstrate cardiopulmonary resuscitation, identify types of wounds, bone and joint injury, and burns. The student will be able to describe types of poisons, define shock, and demonstrate specific emergency call treatment. This knowledge will be evidenced through demonstrations and satisfactory completion of teacher designed unit test.

(2) After completion of this unit, the student will be able to define safety and safety attitudes, discuss cause of accidents, identify the Occupational Safety and Health Act (OSHA), list safety precautions in housekeeping in a medical facility, identify safety practices in the medical laboratory, explain safety practices in the use of x-ray, list safety practices in dental assisting, list safety measures for pharmacy, discuss fire safety in a medical facility, define safety measures in transporting patients, and list safety measures in children and aging adults.

# TABLE OF CONTENTS

## Emergency Care

### Emergency Care

Definition  
Importance of Knowledge  
General Instructions

### Cardio-Pulmonary Resuscitation

Definition  
Reason for CPR  
Technique of CPR  
Practice on manikin

### Wounds

Definition  
Classification  
Bleeding  
a. external  
b. internal  
c. controlling of external bleeding  
Closed wounds  
Open wounds  
a. types  
b. emergency care

### Shock

Definition  
Cause and effects  
Types  
Symptoms and Signs  
Emergency Care

### Poisoning by Mouth

Definition  
Cause and Prevention  
Signs and Symptoms  
Emergency Care

### Fractures

Cause  
Types

### Fractures (cont'd)

Classification  
Signs and Symptoms

### Dislocation

### Strains

Definitions  
Signs and Symptoms

### Back Injury

Definition  
Prevention

### Burns - Heat and Cold

Burns (heat)  
a. definition  
b. cause  
c. classification  
Effects of Excessive Heat  
a. heat stroke  
b. heat cramps  
c. prevention  
d. emergency care  
Effects of Excessive Cold  
a. frost bite  
b. prolonged exposure to cold  
Chemical Burns  
a. definition  
b. body and emergency care  
c. eyes and emergency care

### -MEDICAL EMERGENCIES-

Heart Attack (acute - myocardial - infarction)  
Signs and Symptoms  
Emergency Care

### Congestive Heart Failure

Signs and Symptoms  
Emergency Care

Diabetic States

Diabetic Coma  
Insulin Shock

Fainting

Signs and Symptoms  
Emergency Care

Epileptic Convulsion

Definition  
Signs and Symptoms  
Emergency Care

Swallowed Objects and Choking

Definition  
Signs and Symptoms  
Removal of Airway Obstruction

Alcohol Abuse

Signs and Symptoms  
Withdrawal Syndrome

Drug Abuse

Types of Drugs  
Slang Names  
Methods of Introduction  
Effects  
Signs and Symptoms  
Withdrawal Syndrome

Improvised Equipment

Newspaper  
Sticks

First Aid Kits

Standard  
Emergency Child Birth

Emergency Rescue and Short Distance Transfer

Definition  
Indications  
Methods  
Procedure

EMERGENCY MEDICAL EQUIPMENT

Bandages

Arm Sling

Direct Pressure

Finger Pressure  
Hand Pressure

The Tourniquet

Use of the Tourniquet  
Application

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student must be able to:</p> <p>Define Emergency Care.</p> <p>Write five values for knowledge of emergency care.</p> <p>Write three general instructions for immediate emergency care.</p> <p>These objectives must be done with 70% accuracy.</p>	<p>Emergency Care</p> <p>Definition</p> <p>Importance of knowledge</p> <p>-self</p> <p>-others</p> <p>General Instructions.</p> <p>-give immediate care</p> <p>-keep victim lying down</p> <p>-check for injury</p>		<p>On a teacher made test, the student should be able to:</p> <p>Show evidence of understanding basic emergency care.</p> <p>Write the value of emergency care.</p> <p>Practice procedures in emergency care.</p> <p>Demonstrate various procedures in emergency care situations.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student must be able to with 100% accuracy:	CPR - Cardio-Pulmonary Resuscitation			
Write the procedure for CPR.  Demonstrate the procedure for CPR on a manikin.	Definition Reason for life support. a. drowning b. electric shock c. heart attack d. asphyxia  Technique of CPR a. one rescuer CPR b. two rescuer CPR c. infant and children CPR  Practice on manikin.	Demonstrates technique of CPR - Mouth to mouth resuscitation mouth to nose resuscitation chest compressions.  Manikin practice.	Each student will demonstrate: a. one rescuer CPR b. two rescuer CPR  Student will be given three attempts and must achieve one with 100% accuracy.	Film: CPR for Citizens Pyramid Films  Show film on Techniques of CPR - "Pulse of Life" - American Red Cross  Demonstrate techniques of CPR on manikin.

376

377

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student must be able, with 70% accuracy:</p> <p>Define five types of wounds.</p> <p>Describe and list internal and external wound bleeding control.</p> <p>Label on an anatomical sketch three pressure points of the body.</p>	<p>Wounds</p> <p>Definitions.</p> <p>Classification.</p> <p>Bleeding</p> <p>a. external</p> <ol style="list-style-type: none"> <li>1. arterial</li> <li>2. venous</li> <li>3. capillary</li> </ol> <p>b. internal bleeding</p> <ol style="list-style-type: none"> <li>1. controlling</li> <li>2. pressure bandage</li> </ol> <p>c. controlling external bleeding</p> <ol style="list-style-type: none"> <li>1. direct pressure</li> <li>2. evaluation</li> <li>3. pressure points</li> </ol> <p>Closed wounds</p> <p>a. bruise</p> <p>Open wounds</p> <p>a. types</p> <ol style="list-style-type: none"> <li>1. abrasions</li> <li>2. lacerations</li> <li>3. punctures</li> <li>4. traumatic amputation</li> <li>5. crushing injury</li> </ol> <p>b. emergency care</p> <ol style="list-style-type: none"> <li>1. expose the wound</li> <li>2. remove foreign matter on surface</li> <li>3. control bleeding</li> <li>4. prevent contamination</li> <li>5. if bleeding is serious, immobilize and elevate injured part</li> </ol>	<p>Have student list methods of controlling bleeding.</p> <p>Demonstrate the use of indirect and direct pressure to control the bleeding.</p> <p>6. keep victim quiet and reassure him.</p>	<p>The student should be able to:</p> <p>Describe and demonstrate primary care for various types of wounds.</p> <p>On a teacher made written test, the student must pass with 70% accuracy. The test will include:</p> <ol style="list-style-type: none"> <li>a. label pressure points of the body.</li> <li>b. list types of wounds.</li> <li>c. write paragraph on emergency care of wounds.</li> </ol>	<p>Pictures or diagrams of various types of wounds.</p> <p>Prepare an anatomical sketch illustrating pressure points.</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to, with 70% accuracy.</p> <p>Define shock.</p> <p>List of types of shock.</p> <p>List six symptoms of shock.</p> <p>Describe emergency care for the treatment of shock.</p>	<p>Shock</p> <p>Definition.</p> <p>Cause and effects.</p> <p>Types</p> <ul style="list-style-type: none"> <li>-blood loss</li> <li>-respiratory</li> <li>-neurogenic</li> <li>-psychogenic</li> <li>-cardiogenic</li> <li>-septic</li> <li>-anaphylactic</li> </ul> <p>Symptoms and Signs.</p> <ul style="list-style-type: none"> <li>-marked drop in blood pressure</li> <li>-rapid and weak pulse</li> <li>-shallow and rapid respirations</li> <li>-pale, moist and cool skin</li> <li>-sweating</li> <li>-shaking and trembling</li> <li>-vomiting</li> </ul> <p>Emergency Care</p> <ul style="list-style-type: none"> <li>-assure adequate breathing</li> <li>-control bleeding</li> <li>-elevate lower extremities</li> <li>-prevent loss of body heat</li> <li>-keep victim lying down</li> <li>-record information</li> </ul>	<p>Have the student:</p> <p>Describe the process of shock.</p> <p>Name five major categories of shock.</p> <p>Recognize signs of shock.</p> <p>Initiate emergency procedures.</p> <p>Demonstrate treatment for shock to the class.</p>	<p>The student will be able with 70% accuracy to write and describe how to:</p> <p>Carry out appropriate emergency care measures for treatment of shock.</p> <p>List five preventive steps of shock.</p>	<p>Film:</p> <p>Introduction to Shock Management #XX601C, Career Aids, Inc.</p> <p>Show film on:</p> <ul style="list-style-type: none"> <li>a) Shock and Hemorrhage</li> <li>b) Traumatic Shock</li> </ul> <p>Trainex Corp.</p>

330

381

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able, with 70% accuracy:</p> <p>Describe four types of poisoning.</p> <p>Name four sources of poison.</p> <p>List the emergency care given for each of the above poison-types.</p>	<p>Poisoning</p> <p>Definition</p> <p>Cause and Prevention</p> <p>Signs and Symptoms</p> <p>Emergency Care</p>	<p>Make a wall chart displaying classification of poisonings - source, emergency and treatment.</p>	<p>The student will be able, with 70% accuracy:</p> <p>List the four basic characteristics of poisoning.</p> <p>Name four sources of poisoning.</p> <p>Write the emergency care for each four types of poisons.</p>	
<p>The student will be able to:</p> <p>Define fracture, dislocation, strain, back injury.</p>	<p>Fractures</p> <p>Cause</p> <p>Types</p> <p>Classification.</p> <p>Signs and Symptoms</p> <p>Dislocation</p> <p>Strains</p> <p>a. definition</p> <p>b. signs and symptoms</p> <p>Back Injury</p> <p>a. definition</p> <p>b. prevention</p>		<p>The student will be able, with 70% accuracy:</p> <p>Define and describe:</p> <p>a. fracture</p> <p>b. dislocation</p> <p>c. strain</p> <p>d. back injury</p>	<p>Display an anatomical sketch of the skeletal system.</p> <p>Show Film: Fractures and Splinting (Trainex)</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to:</p> <p>Define burn.</p> <p>Name three degrees of burns.</p> <p>List treatment of three types of burns.</p> <p>The student will be able, with 70% accuracy:</p> <p>Define heat stroke.</p> <p>Define and describe frost bite.</p> <p>List five emergency care treatments for heat stroke or frost bite.</p>	<p>Burns - Heat and Cold - Chemical</p> <p>Burns (heat)</p> <p>a. definition</p> <p>b. cause</p> <p>c. classification</p> <p>-1st degree</p> <p>-2nd degree</p> <p>-3rd degree</p> <p>-emergency care</p> <p>-prevention</p> <p>Effects of Excessive Heat</p> <p>a. heat stroke</p> <p>b. heat cramps</p> <p>c. prevention</p> <p>d. emergency care</p> <p>Effects of Excessive Cold</p> <p>a. frost bite</p> <p>-prevention</p> <p>-symptoms and signs</p> <p>-emergency care</p> <p>b. prolonged exposure to cold</p> <p>-symptoms and signs</p> <p>-emergency care</p> <p>Chemical Burns</p> <p>a. definition</p> <p>b. chemical burns of body and emergency care</p> <p>c. chemical burns of eyes and emergency care</p>	<p>The student will state treatment procedures for minor and serious burns.</p>	<p>The student will be able, with 70% accuracy:</p> <p>Recognize the three types of burns and classify according to depth.</p> <p>List three treatments for each type of burn.</p> <p>On paper and pencil test:</p> <p>a. define and describe heat stroke.</p> <p>b. define and describe frost bite</p> <p>c. list five emergency care treatments of heat stroke and frost bite.</p> <p>List signs and symptoms of excessive cold or heat and treatment.</p>	<p>Use a variety of burn illustrations; have students label and identify types of burns.</p> <p>Show Film:</p> <p>Emergency First Aid #CS6874</p> <p>Career Aids</p> <p>8950 Lurlina Av.</p> <p>Dept. A97</p> <p>Chatsworth, Ca. 91311</p> <p>Show film on burns.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to, with 76% accuracy:</p> <p>List of medical emergencies.</p> <p>Name two symptoms for these eight medical emergencies.</p>	<p>Heart Attack (acute myocardial infarction) Signs and Symptoms Emergency Care</p> <p>Congestive Heart Failure a. signs and symptoms b. emergency care</p>	<p>Explain the procedure for selective medical emergencies.</p>	<p>Written test on listing eight medical emergencies. Name two symptoms of the above medical emergency.</p>	<p>Anatomical sketch or pictures of the heart and circulatory system.</p> <p>Use an overhead projector to present sudden medical emergencies and its treatment.</p> <p>Show film: Life Threatening Emergency #A11TE6</p>
<p>The student will be able to, with 70% accuracy:</p> <p>List five symptoms of diabetic coma.</p> <p>List five symptoms of insulin shock.</p>	<p>Diabetic States</p> <p>Diabetic Coma a. symptoms</p> <p>Insulin Shock a. symptoms</p>	<p>The student will explain proper emergency care for:</p> <ul style="list-style-type: none"> <li>-diabetic coma</li> <li>-insulin shock</li> <li>-fainting</li> <li>-epileptic convulsion</li> <li>-swallowed objects</li> <li>-choking</li> <li>-alcohol abuse</li> <li>-drug abuse</li> </ul>	<p>The student will write five symptoms of diabetic coma.</p> <p>Five symptoms of insulin shock.</p>	<p>Film: Life Threatening Emergencies Career Aids</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to, with 70% accuracy:</p> <p>List five signs and symptoms of fainting.</p> <p>List five emergency care measures.</p>	<p>Fainting</p> <p>Signs and Symptoms</p> <p>Emergency Care</p>		<p>Five signs and symptoms of fainting.</p> <p>Five emergency care procedures for fainting.</p>	<p>Film: Life Threatening Emergencies Career Aids</p>
<p>The student will be able to, with 70% accuracy:</p> <p>Define epileptic convulsion.</p> <p>List signs and symptoms.</p> <p>Outline emergency care.</p>	<p>Epileptic Convulsions</p> <p>Definition</p> <p>Signs and symptoms.</p> <p>Emergency care.</p>		<p>Definition of epileptic convulsion.</p> <p>List signs and symptoms.</p> <p>Outline emergency care procedures for epileptic convulsions.</p>	
<p>The student will be able to, with 70% accuracy:</p> <p>Define choking and swallowed objects.</p> <p>Respiratory Distress</p> <p>List five signs and symptoms.</p> <p>Outline emergency care given to victim.</p>	<p>Swallowed objects and choking.</p> <p>Definition</p> <p>Symptoms and signs.</p> <p>Removal of airway obstruction.</p>		<p>Define choking and swallowed objects.</p> <p>Signs and symptoms.</p> <p>Outline emergency care procedures in choking.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to, with 70% accuracy:</p> <p>List signs and symptoms of drug abuse.</p> <p>List symptoms of withdrawal syndrome.</p>	<p>Alcohol Abuse</p> <p>Signs and symptoms.</p> <p>Withdrawal syndrome.</p>		<p>The student will write:</p> <ol style="list-style-type: none"> <li>three types of drugs</li> <li>five slang names</li> <li>methods of introduction</li> <li>five effects of drug abuse</li> <li>three signs and symptoms</li> <li>five withdrawal syndrome symptoms</li> </ol>	
<p>The student will be able to:</p> <p>List three types of drugs.</p> <p>List five slang names.</p> <p>Name one method of introduction.</p> <p>List five effects of drug abuse.</p> <p>List three signs and symptoms.</p> <p>List five withdrawal syndrome symptoms.</p>	<p>Drug Abuse</p> <p>Types of Drugs</p> <p>Slang Names</p> <p>Methods of Introduction</p> <p>Effects</p> <p>Signs and Symptoms</p> <p>Withdrawal Syndrome</p>		<p>The student will write:</p> <ol style="list-style-type: none"> <li>signs and symptoms of drug abuse.</li> <li>symptoms of withdrawal syndrome.</li> </ol> <p>The student will write:</p> <ol style="list-style-type: none"> <li>three types of drugs</li> <li>five slang names</li> <li>methods of introduction</li> <li>five effects of drug abuse</li> <li>three signs and symptoms</li> <li>five withdrawal syndrome symptoms</li> </ol>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to with 70% accuracy:</p> <p>Demonstrate bandage application technique on:</p> <ol style="list-style-type: none"> <li>circular turn</li> <li>spiral turn</li> <li>figure eight</li> <li>gauze roll</li> <li>adhesive</li> <li>compress</li> <li>plain strips of cloth</li> </ol> <p>Write a description of the above.</p> <p>The student will be able to with 70% accuracy:</p> <p>Demonstrate sling application</p> <p>-direct pressure</p> <ol style="list-style-type: none"> <li>finger pressure</li> <li>hand pressure</li> </ol>	<p>Bandages</p> <ul style="list-style-type: none"> <li>-circular turn</li> <li>-spiral turn</li> <li>-figure eight</li> <li>-gauze roller</li> <li>-adhesive</li> <li>-bandage compress</li> <li>-plain strips of cloth</li> </ul> <p>Arm Sling</p> <p>Direct Pressure</p> <p>Hand Pressure</p>	<p>Practice on other student - five bandaging application techniques</p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>demonstrate bandage application technique</li> <li>demonstrate sling application</li> <li>demonstrate application of tourniquet technique</li> <li>demonstrate transfer technique</li> <li>demonstrate direct pressure technique</li> </ol>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to, with 70% accuracy:</p> <p>List the use of the tourniquet.</p> <p>Describe application of the tourniquet.</p> <p>The student will be able to, with 70% accuracy:</p> <p>Demonstrate two improvised techniques.</p> <p>The student will be able to, with 70% accuracy:</p> <p>List 10 items in a standard first aid kit.</p>	<p>The Tourniquet</p> <p>Use of tourniquet</p> <p>Application of tourniquet</p> <p>Improvised Equipment</p> <p>Newspaper</p> <p>Sticks</p> <p>First Aid Kits</p> <p>Standard</p> <p>Emergency child birth.</p>		<p>List materials in standard first aid kit</p> <p>List special equipment needed for child-birth.</p>	<p>Have on display various first aid kits.</p>

394

395



CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Emergency Care

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to; with 70% accuracy:</p> <p>Demonstrate three transfer methods.</p>	<p>Emergency Restored Short Distance Transfer</p> <p>Definition</p> <p>Indications</p> <p>Methods of transfer</p> <p>Procedure</p>	<p>Practice transfer methods using stretchers, chairs, blankets, lifts, etc.</p>		<p>Show film on Emergency Removal of Patients</p> <p>Have resource person from medical field or ambulance service demonstrate transfer techniques.</p>

## TABLE OF CONTENTS

### Safety

#### Introduction

- (Definition)
- Safety attitude

#### Cause of Accidents

- Individual behavior
  - a. judgement
  - b. physical limitations
  - c. lack of training
- Hazard environment
  - a. dangers
  - b. recognition and identification

#### Occupational Safety and Health Act 1970

- Federal legislation
- Enforcement laws

#### Transporting the Patient

- Lifting and moving
- Apply supportive measures
- Safety precautions

#### Oxygen Therapy

- High concentrations
- Oxygen tests and electrical equipment
- No smoking rules
- Oil on regulators
- Woolen blankets and nylon clothing
- Cylinders

#### Electrical Safety

- Equipment

#### Fire and Disaster Plans

- Fire extinguishers

#### Safety Measures to Children

- Side rails
- Temperature
- Toys

#### Safety Measures to Children

- Prevention of falls
- Restraints and side rails
- Adaptive devices

#### Safety Practices in Housekeeping in Medical Facility

- Clean spills
- Wet floors
- Waxed floors
- Equipment storage
- Linen check
- Replacement of light bulbs

#### Safety Practices in Medical Laboratory

- Check all equipment.
- Handling contaminated materials
- Bunsen burner cautions.

#### Safety Practices for X-ray

- Exposure to radiation

#### Safety Practices in Dental Assisting

- Proper instruments
- Passage of instruments
- Dental x-rays

#### Safety Practice in Pharmacy

- Medicines and poisons in label containers
- Cap all containers
- Narcotics

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Safety

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student must be able to, with 70% accuracy:</p> <p>Define safety.</p> <p>State why a "Safety Attitude" is important.</p> <p>The student will be able to, with 70% accuracy:</p> <p>List two causes for accidents and identify dangers in medical facility.</p> <p>The student will be able to write a paragraph on OSHA regulations with, 70% accuracy.</p>	<p>Introduction</p> <p>Definition</p> <p>Safety attitude of the health care employee</p> <p>Cause of Accidents</p> <p>Individual Behavior</p> <ul style="list-style-type: none"> <li>-poor judgement</li> <li>-physical limitations</li> <li>-lack of training</li> </ul> <p>Hazardous Environment</p> <ul style="list-style-type: none"> <li>-dangers that exist everywhere</li> <li>-recognition and identification.</li> </ul> <p>Occupations Safety and Health Act 1979</p> <p>Federal legislation assures safe and healthful working conditions.</p> <p>Enforcement of laws.</p>	<p>Tour medical facility and point out OSHA regulations.</p> <p>Invite local resource people on safety commission within medical facility to speak to class regarding safe practices in medical facility.</p>	<p>The student will;</p> <ul style="list-style-type: none"> <li>-define safety</li> <li>-know the importance of a safety attitude</li> </ul> <p>List two causes of accidents. Identify dangers in a medical facility.</p> <p>Identify rules in OSHA</p>	<p>Trainex Film:</p> <ol style="list-style-type: none"> <li>1) #317 "Do the Sick No Harm"</li> <li>2) #319 "The Hospital Safety Commission"</li> </ol> <p>OSHA Regulation of the Hospital</p> <p>P821A "Overview of OSHA"</p> <p>P821B "OSHA Regulations in the Hospital"</p>

CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Safety

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to, with 70% accuracy:</p> <ul style="list-style-type: none"> <li>Define the basic safety procedures on ill patients.</li> <li>Outline aging adults and children need special safety precautions taken.</li> <li>Identify three different fire extinguishers and list their use.</li> <li>List electrical equipment.</li> <li>Demonstrate transporting procedures of patients.</li> </ul>	<p>Transporting the Patient</p> <p>Lifting and moving the patient.</p> <p>Apply supportive measures.</p> <p>Safety precautions.</p> <ul style="list-style-type: none"> <li>-wheelchair</li> <li>-stretcher</li> <li>-walker</li> <li>-hydraulic lift</li> </ul> <p>Oxygen Therapy</p> <p>High Concentrations</p> <p>Oxygen tents and electrical equipment</p> <p>No smoking rules</p> <p>Oil on regulators</p> <p>Woolen blankets and nylon clothing</p> <p>Cylinders on carts</p>	<p>The student will practice safety techniques on:</p> <ul style="list-style-type: none"> <li>a) stretcher</li> <li>b) wheelchair</li> <li>c) walker</li> <li>d) hydraulic lift</li> </ul>	<p>The student will demonstrate proper technique for lifting and moving patients.</p> <p>Demonstrate aspects of transporting patients safely and efficiently.</p> <ul style="list-style-type: none"> <li>-wheelchair</li> <li>-stretcher</li> <li>-walker</li> <li>-hydraulic lift</li> </ul>	<p>Instructor must review body mechanics.</p> <p>Trainex Film #318 Patient Safety: From Thermometer to Wheelchair</p> <p>Demonstrate proper techniques in safety in transporting patients.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Safety

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to, with 70% accuracy:</p> <p>Describe three safety measures for children.</p> <p>Describe three safety measures for aging adults.</p>	<p>Electrical Safety Equipment -heating pads -heat cradle -wiring and plugs</p> <p>Fire and Disaster Plans in Hospitals and Nursing Homes. Fire Extinguishers</p>	<p>Have local fire department personnel give demonstration class.</p>	<p>Know and identify types of fire extinguishers.</p> <p>Describe use of safety measures in children and aging adults.</p>	<p>Training Film: #323 How to Identify Electrical Hazards</p>
	<p>Safety Measure to Children Side Rails</p> <p>Temperature taking procedures and precaution. Toys</p>			<p>Trainex Film: #164 Hospital Fire Hazards #163 Hospital Fire Safety Procedures</p> <p>Illustrated Charts of fire extinguishers.</p> <p>Trainex Film: #167 Fire Extinguishing Equipment</p>
	<p>Safety Measures to the Aging Adult. Prevention of falls. Use of restrooms and side rails. Adaptive devices for toilets and tubs.</p>	<p>Practice application of side rails and restraints, etc.</p>		

207

403

404

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT TITLE Safety

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to list three safety practices in each of the medical facility departments below:</p> <ul style="list-style-type: none"> <li>a) housekeeping</li> <li>b) medical laboratory</li> <li>c) x-ray department</li> <li>d) dental assisting</li> <li>e) pharmacy</li> </ul> <p>with 70% accuracy.</p>	<p>Safety practices in house-keeping in medical facility</p> <p>Clean spills</p> <p>Wet floor - caution signs</p> <p>Do not overwax floors</p> <p>Store equipment out of way - avoid clutter</p> <p>Check linens for pins</p> <p>Replace burned out light bulbs.</p> <p>Safety Practice in Medical Laboratory</p> <p>Check all equipment prior to use.</p> <p>Follow procedure in handling contaminated materials.</p> <p>Bunsen burner cautions.</p> <p>Safety Practice for X-ray</p> <p>Exposure to Radiation</p> <ul style="list-style-type: none"> <li>-overexposure</li> <li>-film badges</li> </ul> <p>Safety Practice in Dental Assisting</p> <p>Use proper instruments</p> <p>Pass instruments with handles first</p> <p>Dental x-ray precautions</p>	<p>Review and tour local medical facility and point out safety practices used in each department.</p>	<p>List safety practices in medical dept.</p> <ul style="list-style-type: none"> <li>a) housekeeping</li> <li>b) medical lab</li> <li>c) x-ray dept.</li> <li>d) dental assisting</li> <li>e) pharmacy</li> </ul>	<p>East Texas State University Health Occupations Education 1979 Volume II Unit XIX Page XIX1 - XIX-23</p>

UNIT X: COOPERATIVE HEALTH OCCUPATIONS

**DESCRIPTION:** The Cooperative Education program is designed to prepare the student with entry level skills in a health profession. Although a student may go higher up the career ladder, the student will always retain the skills and information used for summer and/or supplementary employment. Sixty percent of a student's time will be devoted to academic group activities, while the remaining forty percent will be individual study. With information gained from the one-hour academic block, as well as specific on-the-job training the student will be equipped with life-long skills.

**GOAL:** The Cooperative program will provide the student with employment in an allied health profession and equip the student with entry-level skills.

**TIME:** The classroom phase of this course is to be taught one hour daily for one year. The student receives (540 hours) three elective credits but must obtain and maintain a job in a certifiable health occupation. The guidelines for Clerical Office Occupations are similar to those for Health Occupations. The student must also abide by the guidelines as set forth by the Department of Labor for Child Labor.

**TABLE OF CONTENTS - Cooperative Health Occupations**

**Orientation**

- Introduction to Health Occupations in the Secondary Schools
- Health Occupations Youth Organization

**General Related Subject**

- Human Relations
- Job Attitudes and Relations
- Medical Ethics
- Personal Finance
- Vocational Guidance

**Technical Information**

- Body Structure and Function
- Health and Disease
- Medical Terminology
- Skills
- Emergency Care and Safety

**Individual Study**

- Approvable Units and References



GOAL: The student will be able to accept responsibility in regard to Health Occupations Education expectation.

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student will be able to appropriately attend class on time.	Orientation - Introduction to Health Occupations in secondary schools.	Recitation and discussion sessions involving class participation and cooperation.	Daily attendance checklist. Students will attend class on time.	Oregon State Department of Education, <u>Occupational Department Cluster Guide</u> , Salem, The Oregon Board of Education, 1976.
The student will be able to prepare and hand in in-class and homework assignments with 80% proficiency.	Classroom responsibilities School policy. Assignment Preparation	Role play student who meets obligations of classroom experiences and one who is habitually late.	By means of a point system for homework and in class assignments, the student will prepare and hand in assignments with 80% proficiency.	
The student will be able to demonstrate good manners and cooperation within the classroom environment, as evidenced by required participation in small group and large group discussions.	Class participation, cooperation and good manners.	Committee and small group projects on the organization of hospital and health care facilities.	By using sociometric scales the students will complete sociograms rating with whom they would most like to participate in classroom projects. Good manners and cooperation will thus be seen as desirable traits to emulate.	Nebraska State Department of Education, <u>Cooperative Education</u> , Lincoln, Department of Education, 197 -Evaluation Sheets Listing human relationship skills.
The student will be able to correctly list five responsibilities an employee would have toward a patient.	Positive learning attitudes.	Debate advisability of dress code and specific hospital procedures.	On a paper and pencil test, the student will list ten problems that occur in health care facilities and discuss each.	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to be sensitive to special problems that occur in health care facilities for the elderly, infirm and handicapped as evidenced by the student's ability to list ten specific problems in each of the three areas.</p> <p>Given a specific situation involving a patient and student worker, the student will be able to correctly analyze and interpret the confidential nature of the specific situation.</p> <p>The student will be able to correctly diagram the administration and staff of a hospital.</p> <p>The student will be able to, with 100% accuracy, explain the role and function of each member in the health-care facility of the student's occupational choice.</p>	<p>Initiative and special problems.</p> <p>Clinical Area - Employee-patient relationships.</p> <p>Organization of hospitals.</p> <p>Regulations governing clinical areas.</p>	<p>Brainstorm involving special problems of the handicapped, infirm and elderly.</p> <p>Have the students prepare a script and slide-show of patient employee relationships.</p> <p>Have the students prepare a checklist of limitations.</p> <p>Take field trips to local hospitals, special education classes, speech and hearing facilities, crippled children's clinic.</p> <p>Bring in guest speakers: -Public Health Personnel -Hospital Administrators -Physicians -Limbs and Braces Personnel</p>	<p>On a paper and pencil test, list correctly five responsibilities of an employee in dealing with special care.</p> <p>Given a specific case, have the students answer on a subjective essay examination the following question, "What would you do in this situation?"</p> <p>Diagram with 100% accuracy the administration and staff organization of a hospital.</p> <p>With 100% accuracy, on a paper and pencil test, the student will be able to identify one major task of each member of his clinical area.</p>	<p>Whitcomb, Helen and Laura A. Couchran, <u>Charm for Miss Teen</u>, Gregg Division, McGraw Hill Book Company, 1969.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student will be able to correctly identify ten rules concerning dress and behavior in the clinical area.	Regulations governing clinical areas.	Bring in guest speakers. -Public Health Personnel -Hospital Administrators -Physicians -Limbs and Braces Personnel.	Given a checklist of rules concerning dress and behavior in the clinical areas, the student will identify with 100% accuracy, those that pertain to his/her conduct.	
The student will be able to demonstrate a specific task procedure used within his/her health care facility with 100% accuracy. (Example: hand-washing)	Specific tasks analysis and procedures.	Make a list of procedures and skills common to all health care facilities and have students demonstrate, with perfection, a skill he has mastered.	With 100% accuracy, the students will be able to demonstrate a skill common to his/her particular work site without error.	
Given a checklist of activities involved in a specific occupation, the student will be able to identify those areas out of his domain of expertise.	Limitations of students.	Role play situation comedy related to students who overstep proprieties in a health care facility.	Given a set of activities commonly found in a particular work area, the students will check off with 100% accuracy, those duties they are capable of fulfilling.	

GOAL: The student will be able to participate in the Health Occupations Students of America on the local, state, and national levels.

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>This is primarily an extracurricular unit, but it should be integrated with classroom activities to achieve maximum motivation.</p> <p>The students will be able to name the organization for student health care workers, and its purpose.</p> <p>The student will be able to follow proper democratic procedures in organizing and electing the local officers of the HOSA organization.</p> <p>Given adequate preparation for state competition, the student will be able to correctly spell and define 150 words commonly used in medical areas.</p> <p>The student will participate in at least one community-based volunteer project conducive to promoting health awareness.</p>	<p>The Health Occupations Students of America Organization (HOSA). Definition, statistics, and purpose.</p> <p>Leadership Development -Parliamentary procedure</p> <p>Leadership Activities -Medical terminology</p>	<p>The students obtain a handbook for HOSA from the Louisiana Department of Education, Health Occupations Education Section and lay the ground work for a local chapter. Show film "Mr. Chairman" - Encyclopedia Britannica.</p> <p>The officers may be elected, committees formed and proper parliamentary procedure should be used throughout.</p> <p>Meet with state officers to gain insight in state and national level organization.</p> <p>Spelling bees, hangman game.</p> <p>Students will attend fall and spring conferences of LAHOSA and turn in a project log of activities of the chapter to be judged in competition.</p>	<p>This evaluation will have been met when the club is organized and affiliated with state and national units.</p> <p>On a student prepared ballot, class members should vote for club officers, following proper democratic procedures.</p> <p>Given a check test, the student will be able to, with 70% accuracy, spell correctly 150 medical terms.</p> <p>Through the use of a project log of activities, the student will list the activities participated in during the semester.</p>	<p>Health Occupations Students of America 7th and Market Street, Bayard Building Wilmington, DE 19801</p> <p>Oklahoma State Department of Vocational Technical Education, Oklahoma Health Occupations Student Organization Handbook, Stillwater, Oklahoma, 1977.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to participate in at least one community service project involving health screening.</p> <p>The student will be sensitive to the needs of special groups as evidenced by his participation in at least one special group project.</p> <p>The student will recognize several individual needs of the community, as evidenced by his participation in volunteer work activities.</p>	<p>Community Service</p> <ul style="list-style-type: none"> <li>-blood pressure</li> <li>-diabetes</li> <li>-immunization</li> <li>-blood donor</li> <li>-vision and hearing</li> </ul> <p>Working with Special Groups</p> <ul style="list-style-type: none"> <li>-elderly</li> <li>-handicapped</li> <li>-elementary student health education</li> <li>-mentally retarded</li> </ul> <p>Volunteer Work Activities</p> <ul style="list-style-type: none"> <li>-First Aid Squads</li> <li>-Meals on Wheels</li> <li>-Nursing Homes</li> <li>-Special Institutions</li> </ul>	<p>Assign students to a school nurse to assist with routine procedures.</p> <p>The student composes an essay concerning special groups. These essays are rated and the best go into state competition.</p> <p>Students will accomplish following:</p> <ul style="list-style-type: none"> <li>-Elect to speak before community groups about HOSA program. (Lions, Kiwanis, PTA)</li> <li>-Adopt a grandparent.</li> <li>-Help to pattern a cerebral palsy child.</li> <li>-Discuss health career with elementary students.</li> <li>-Participate in social activities with mentally retarded.</li> <li>-Participate in panel discussions on radio or TV.</li> <li>-Plan a health fair.</li> <li>-Contact legislators and policy makers concerning vocational education student organizations, health care and manpower needs.</li> </ul>	<p>Given a supervisory report, the nurse will rate each student's participation.</p> <p>The student will be able to write an essay expressing, with 100% accuracy, five basic needs of special groups.</p> <p>Write in a student project log a self-evaluation regarding experiences encountered working with volunteer work activities.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student should be able to plan and organize a charitable activity designed to promote health occupations.	Fund Raising Project -Volunteer Health Care Agencies. -Community members with special needs (example - burn victims). -Scholarships for deserving students. Raise money for scholarships for students pursuing health careers.	Accomplishments (cont'd) -Work with health profession organizations in promoting health careers. -Aid local Heart Association with blood pressure screening. -Work in Diabetic Association in early detection programs. -Participate in recruiting blood donors for local hospitals.  Devise or help in fund raising drives for Heart, Cancer, March of Dimes.	The student will list throughout the year, all individual activities in which he/she participated.	

GOAL: The student will be able to obtain and retain an entry level position in a health facility.

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student will be able to, with 100% accuracy, list ten qualities of a dependable health care worker.	General Related Subjects Human Relations -Challenges and responsibilities of healthcare workers. -Philosophy of human worth. -Striving for self understanding. -Influences on behavior. -Physical needs. -Emotional needs. -Behavior and problems in living. -Illness and patient behavior. -Coping with patient behavior. -Effective interpersonal relations.	NOTE: (See unit on Human Behavior - this guide) Locate and study sample job description and analyze how jobs depend on relationships between people.	The student should be able to list and explain ten qualities of a dependable health care worker.	Human Behavior (this guide)  Pirchenall, Jane and Streight, <u>Introduction to Health Careers</u> , J. B. Lippincott, 1978.  Arns, Kathleen and L. Watson, <u>Exploring Health Occupations</u> , McGraw-Hill, 1976.
The student will be able to obtain and fill out correctly all forms relative to immediate employment.	Job Attitudes and Regulations -Complying with regulations -Work permits -Social security -Federal withholding and exemption -Personal qualities needed in the profession	Obtain student work permits. Practice filling out social security and FICA forms. Survey qualities most needed in health care areas. Have hospital personnel director discuss problems with hiring young people.	The student will be able to accurately and correctly respond to all questions on forms relative to his employment.	OSHA <u>Program and Policy Series</u> , U.S. Dept. of Occupational Safety and Health Administration, 1980. Application for a certificate to employ. Social security application blanks. Student learner form, U.S. Dept. of Labor. Form WH205, U.S. Dept. of Labor, <u>Dictionary of Occupations</u> . <u>Titles</u> , U.S. Government Printing Office, Washington, D.C., 1980. U. S. Dept. of Labor, <u>Training and Reference Manual for Job Analysis</u> U. S. Government Printing Office, Washington, D.C.



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to correctly define medical ethics, differentiate between torts and crimes, negligence and malpractice, libel and slander.</p> <p>The student will be able to list three reasons for imprisonment related to medical acts.</p>	<p>Medical Ethics</p> <p>Definition</p> <p>Laws</p> <ul style="list-style-type: none"> <li>-Sources</li> <li>-Torts and Crimes</li> <li>-Negligence</li> <li>-Malpractice</li> <li>-Slander and Libel</li> <li>-False imprisonment</li> <li>-Good Samaritan Acts</li> <li>-Federal Drug and Cosmetic Act</li> </ul> <p>Criminal Acts</p>	<p>Oral discussion of personal experiences of workers in the field in regard to ethical situations in medicine.</p> <p>Visit a local hospital and observe positive and negative traits of employees.</p> <p>Conduct a case study involving a highly publicized health care case.</p>	<p>Given a paper and pencil test, the student will be able to, with 100% accuracy define ethics, tort, crime, negligence, and malpractice libel and slander.</p> <p>Given a pencil and paper test, the student will be able to list the reasons for imprisonment related to medical acts.</p>	<p>Barnett, Morris, <u>Health Education Teaching Guide: A Design for Teaching</u>, Philadelphia Lea and Feliger, 1974, Curtis, John M. and Richard L. Papenfuss, <u>Health Instruction: A Task Approach</u>, Minneapolis: Burgess Publication, 1980.</p> <p>Fond, Buyl, <u>Health Education: A Source Book for Teaching</u>, New York: Pemon Press, Inc., 1978</p> <p>Harold Slobof, Carol Hog and Warren Baskin, <u>Current Health Problems</u>, Philadelphia: W. B. Sauna Co., 1978</p> <p>Kene, Robert E., Richard G. Schlaadt, and Leone E. Tritoch. <u>Health Instruction: An Action Approach</u>. Englewood Cliffs, New Jersey.</p> <p>See Unit on Medical Ethics.</p> <p>Read, Monald A. and Walter N. Gleeh, <u>Creative Teaching in Health</u>, New York: Macmillan Publishing Co., 1980.</p> <p>Read, Monald P., Sidney E. Simon, and Joel B. Goodina, <u>Health Education: The Search for Values</u>, Englewood Cliffs N.J.: Prentice-Hall, 19</p> <p>Morgan, Author and Johnston, Mabel K. <u>Mental Health and Mental Illness</u>, Lippincott Co., 1976.</p> <p>Milliken, Mary, <u>Understanding Human Behavior</u>, Delmar Publishers, 1974.</p> <p>Fuerst, Elinor, Wolff, LuVerne Weitzel, Marlene, <u>Fundamentals of Nursing</u>.</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

## UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
The student will be able to correctly define invasion of privacy.	Invasion of Privacy.	Have a lawyer discuss the legal aspects of health care. Have students do a research paper on when invasion of privacy occurs in an institution or the controversial nature of medical ethics.	Given a paper and pencil test, the student will be able to correctly define invasion of privacy.	
The student will be able to cite two specific cases in which narcotics laws have been violated in institutions	Narcotic laws.		Given an assigned mini research paper, the student will answer the questions: "Are narcotic laws commonly being violated in institutions? How?"	
The student will list five criteria for choosing a family doctor.	Personal Finances Choosing and financing health services.	Compare the amount of money one's family spent last year on health care with the national average.	The student will, on a paper and pencil test, be able to list correctly the five basic criteria for choosing a medical doctor.	Jones, Kenneth Shainburg, Louis Byer, Curtis, <u>Health Science</u> , 3rd edition, Harper and Row Publishers, 1974.
The student will be able to correctly list three benefits of the Federal Food Drug and Cosmetic Act.	Federal Food, Drug and Cosmetic Act.	The students may do a price comparison on prescription drugs as related to the Federal Food, Drug and Cosmetic Act.	On a subjective essay, the student will be able to, with 100% accuracy, answer the following question: "What are three advantages the private citizen receives as a result of the Federal Food, Drug and Cosmetic Act?"	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to correctly define three types of health insurance.</p> <p>The student will be able to list five recent (20 years) discoveries or innovations that have occurred in modern medicine.</p>	<p>Purchasing and receiving health insurance.</p> <p>Modern Medicine.</p>	<p>Have a hospital social worker speak about coverage from various types of insurance, differences in Medicare and Medicaid.</p> <p>Have an older pediatrician contrast recent methods and modes of medicine with medicine as it was practiced when he began his career.</p>	<p>The student will be able to, with 80% accuracy, define three types of insurance coverage.</p> <p>The student will be able to correctly list five changes or discoveries that have occurred in modern medicine.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to correctly compare and contrast various occupations' present and predicted growth.</p> <p>Given several sample health-related situations, the student will be able to correctly list the types of facilities and the care they will provide that are available to a patient.</p> <p>The student will trace the pattern of organization in health facilities within the state.</p> <p>The student will be able to correctly compose a job description of the health occupation of his choice.</p>	<p>Vocational Guidance</p> <p>Present and predicted growth of health care industry.</p> <p>types of facilities, and the care they provide.</p> <p>Organization and Management of Health Care.</p> <p>Employment opportunities and salary ranges for health care workers.</p>	<p>Write to the Department of Labor requesting information for a specific career choice.</p> <p>Interview hospital administration to determine the care the institution provides.</p> <p>Have each group member devise a chart depicting types of health care facilities in the state of Louisiana and the types of care these facilities provide (include a broad spectrum of facilities).</p> <p>Research and write a job description.</p>	<p>The student will develop a chart on occupational growth and decline in specific areas of the local community.</p> <p>On an interview questionnaire, the student will be able to determine the types and quality of care an institution provides with 70% accuracy.</p> <p>Students will be able to diagram patterns of organization in health facilities throughout the state.</p> <p>Students will be able to write job descriptions for health occupations of interest, including salary, hours, number of workers in field, advancement, and benefits.</p>	

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>Involving the occupation of his choice, the student will be able to correctly locate and research information on the occupation.</p> <p>Student will be able to identify appropriate behaviors necessary for a job assignment.</p>	<p>How to find information dealing with career opportunities.</p> <p>Adjustment and appropriate behavior.</p>	<p>Compare information in handbooks and DOT's with actual field experiences.</p> <p>Students will role play behaviors appropriate and inappropriate to job situations.</p>	<p>Students will be able to research and report current information on the occupation of their choice, using <u>Dictionary of Occupational Titles</u>, <u>Handbook of Job Facts</u>, and <u>Dept. of Labor statistics</u> and brochures.</p> <p>On an appropriate behaviors checklist, students will be able to identify from a list of behaviors, those necessary and appropriate for a particular job assignment.</p>	<p>Keily, J. D. &amp; Walter, <u>How to Apply for and Find a Job</u>, Cincinnati, South Western Publishing Co., 1980.</p>

OVERALL GOAL: The student will be able to apply technical information dealing with body structure and function, health and disease, and medical terminology to actual job assignment.

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>NOTE: In some cases, the students will have been enrolled in HOI and this material will have been covered there. If, however, this student has not been exposed to this material, the teacher-coordinator may wish to acquire a textbook and workbook and require this as part of the individual study block.</p> <p>The student will be able to demonstrate major concepts involving health care, as evidenced by his application of these principles in his daily actions.</p> <p>The student will be able to differentiate between health and disease by listing six categories of disease and relating each disease to the correct anatomical system.</p> <p>See unit on Body Structure and Function.</p>	<p>Technical Information</p> <p>Structure and Function of the Human Body</p> <ul style="list-style-type: none"> <li>-cells, tissues, membranes</li> <li>-the blood</li> <li>-the skin</li> <li>-bones, joints, muscles</li> <li>-brain, spinal cord, nerves</li> <li>-circulation</li> <li>-digestive system</li> <li>-respiratory</li> <li>-urinary</li> <li>-glands and hormones</li> <li>-reproduction</li> </ul> <p>Health and Disease</p> <ul style="list-style-type: none"> <li>-meanings of health</li> <li>-factors influencing health</li> <li>-emotional health</li> </ul> <p>Foods and the Digestive System</p> <ul style="list-style-type: none"> <li>-diet</li> <li>-weight control</li> </ul> <p>The Heart and Circulation related to Disease</p>	<p>See activities in Unit Body Structure and Function.</p> <p>See unit - Body Structure and Function</p>	<p>See evaluation in unit on Body Structure and Function.</p> <p>See unit on Body Structure and Function</p>	<p>See unit on Body Structure and Function this curriculum guide.</p> <p>See unit on Body Structure and Function</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
See unit on Pathology and Disease.  See unit on Emergency Care. The student will be able to adequately use medical terminology so that he will be able to function in the occupation of his choice.	Infectious Disease Venereal Disease Cancer Accident Prevention  GOAL: The student will be able to communicate in medical terms with health professionals and will be able to utilize terms in his employment.	See unit on Pathology and Disease.  See unit on Emergency Care.	See unit on Pathology and Disease.  See unit on Emergency Care.	Teacher prepared word cards with prefix, suffix and roots. Schnuett, J. E. Structure Units of Medical and Biological Terms, 1979. Fisher, Patrick, Basic Medical Terminology, Bobbs Merrill, Co., 1975. Brady, Robert, Brady's Programmed Orientation to Medical Terminology - Brady Co., 1977. Dorland's <u>Illustrated Medical Dictionary</u> , W. B. Saunders, 1974. Strauf Helend, An Illustrated Guide to Medical Terminology, Williams & Wells Co., 1969.
See unit on Medical Terminology.	Medical Terminology -pretest -fundamentals -planes and directions of motions -anatomical posture -understanding medical terms -suffix -roots -prefixes -abbreviations and symbols -post test	See unit on Medical Terminology	See unit on Medical Terminology	Freney, Sister Mary Agnes, Understanding Medical Terminology, Louis Missouri Catholic Association, 1958.

GOAL: The student will be able to apply basic nursing and clerical skills in his employment.

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupations (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to lift a patient from wheel-chair to bed and from bed to wheelchair. Same procedure from bed to stretcher and stretcher to bed.</p> <p>The student will be able to correctly assess all of a classmate's vital signs and height and weight with teacher checking behind student and no more than a fine point discrepancy.</p> <p>The student will be able to sterilize and disinfect equipment and office areas.</p> <p>The student will be able to identify correctly various kinds of equipment used in his facility and locate where such equipment is stored.</p>	<p>Skills</p> <p>Body Mechanics</p> <ul style="list-style-type: none"> <li>-Transportation of patients</li> </ul> <p>Basic Nursing Skills</p> <ul style="list-style-type: none"> <li>-Vital signs</li> <li>-Temperature</li> <li>-Pulse</li> <li>-Respiration</li> <li>-Blood pressure</li> <li>-Height and weight</li> </ul> <p>Aseptic Technique</p> <ul style="list-style-type: none"> <li>-Provision for safe and clean patient environment and work unit.</li> </ul>	<p>Students will role play patient and hospital worker. The patient will be assisted to various positions as prescribed by the teacher.</p> <p>In a round robin, have each student take every other student's vital signs, height and weight.</p> <p>See units on Infection and Disease and Emergency Care.</p> <p>In a scavenger hunt, the student will be given a list of equipment common to his work facility. The student will be asked to write the location of all equipment found in his work area.</p>	<p>On a student proficiency checklist, the student will, on every item, move and transport correctly in a simulated situation.</p> <p>On a supervisor's checklist, the student should be able to, with 100% accuracy, access a classmate's vital signs, height and weight.</p> <p>See units on Infection and Disease and Emergency Care and Safety.</p> <p>The student will be able to demonstrate with 70% that he is aware of what areas must be daily disinfected or sterilized in a dental or medical office.</p> <p>The student will be able to, as evidenced by a periodic supervisor's rating scale, demonstrate that he can correctly identify various kinds of equipment used in his facility and knows where equipment is stored to the satisfaction of his employer.</p>	<p>See unit on Safety, this guide.</p> <p>Hörnemann, Grace <u>Basic Nursing Procedures</u>, Delmar Publishers, 1975.</p> <p>Hicks, Dorothy <u>Patient Care Techniques</u> Bobbs Merrill Co., 1975.</p> <p>Hospital Research and Education Trust, <u>Being a Nursing Aide</u> Robert J. Brady Co., 1979.</p>

# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupation (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>The student will be able to index, file, and maintain accurate records.</p> <p>See unit on Emergency Care.</p>	<p>Facilitation of communication and keeping of records.</p> <p>GOAL: The student will be able to provide emergency care in his employment situation.</p> <p>Emergency Care and Safety</p> <ul style="list-style-type: none"> <li>-introduction to CPR</li> <li>-basic life support unwitnessed cardiac arrest</li> <li>-external cardiac compression techniques</li> <li>-special resuscitation</li> <li>-supplementary techniques</li> <li>-emergency preparation</li> <li>-life health situations</li> </ul>	<p>The student can accurately and specifically chart information on medical charts.</p> <p>See unit on Emergency Care.</p>	<p>The student will be able to as evidenced by his supervisors report, demonstrate that he is able to index, file, and maintain accurate records if that activity is part of description.</p> <p>See unit on Emergency Care.</p>	<p><u>American Red Cross Standard First Aid and Safety</u>, Doubleday, 1979.</p> <p>American Medical Association <u>Handbook of First Aid and Emergency Care</u>, Random House, 1980.</p>



# CURRICULUM FOR HEALTH OCCUPATIONS SECONDARY SCHOOLS

UNIT: Cooperative Health Occupation (cont'd)

OBJECTIVES	UNIT OUTLINE (INFORMATION TO BE TAUGHT)	SUGGESTED ACTIVITIES	EVALUATION	MATERIALS AND RESOURCES
<p>NOTE: The student will spend 40% of higher classroom time in an individual study program. The program should be tailored to fit the occupational interests of the student and should be a state-approved occupation. (see appendix) Listed are six possible units of individual study. Text-workbook study is the generally accepted procedure for the block of time. Small group work or individual study packets may be utilized.</p>	<p>Individual Study - Examples</p> <ul style="list-style-type: none"> <li>-dental assistant</li> <li>-medical or health assistant</li> <li>-nurse assistant</li> <li>-ward clerk</li> <li>-dietary clerk</li> <li>-emergency technician</li> </ul>	<p>Show slides, American Dental Association • Eastman Kodak</p> <p>Have students view Trainex films and strips on dental and medical assisting. View transparencies "Chairside Assistant."</p> <p>Have students view filmstrips on Nurse Assisting from Trainex Corp.</p> <p>View film on the Ward Clerk, Trainex Corp.</p> <p>Have local school dietitian speak on nutrition and job opportunities in dietary field.</p> <p>Have local ambulance company owner discuss employment possibilities, hazards, etc.</p>	<p>Given a workbook in the occupation of his/her choice, the student will be able to maintain a weekly schedule of completion of material assigned, and progress at his/her own rate through the packet or workbook.</p>	<p>Anderson, Pauline, <u>Dental Assistant</u>, Delmar, 197</p> <p>Douglas, Mary Ann, <u>Secretarial Dental Assistant</u>, Delmar, 1971.</p> <p>Morris J. and Bohannon, K., <u>Dental Specialties in General Practice</u>, Saunders Co., 1969.</p> <p>Atkinson, Betty, <u>The Medical Assistant</u>, Delmar Publishers, 19</p> <p><u>Being a Nursing Aide</u>, Robert J. Brady Co</p> <p>Lucy Brooks, <u>Nurse Assistant</u></p> <p>Caldwell, Lucy Hegner J., <u>Geriatric Nursing</u>, Delmar, 1972.</p> <p>Stryker, Jane, <u>Hospital Ward Clerk</u>, Mosby, 1970.</p> <p>Rambo, Beverly, <u>Ward Clerk Skills</u>, McGraw Hill Publishers, 1978.</p> <p>Charts Posters, Pamphlets, <u>Why A Professional Prophylaxis</u>, Proctor &amp; Gamble</p> <p>Parton, Roger C., <u>Dental Assisting</u>, 2nd ed., Chapel Hill University of North Carolina, 1979.</p> <p>Richardson, E. E. Barton E. E., <u>The Dental Assistant</u>, 4th ed.,</p>

## APPENDICES .

	Page
A. Definition, Philosophy and Goals of Cooperative Health Occupations	229
Advantages to Student, Employer, Parent; School	230
B. Teacher Coordinator Qualifications and Certification	230
C. Requirements for Approval of a Program	231
Non Approvable Health Occupations	231
D. Guidelines for Health Occupations Clinical Experience	232
E. Employer's Periodic Rating	234
Supervisor's Evaluation	235
F. Teacher Evaluation	237
G. Hospital Affiliation Agreement	238
H. Attendance and Work Experience Record	239
I. Department of Labor Forms	240
J. State and Federal Employment Laws	244
K. Employer Agreement Form	249
L. Coordination Techniques and Calendar of Events	251

## APPENDIX A

## COOPERATIVE HEALTH OCCUPATIONS

DEFINITION-

Cooperative Health Occupations is a course of study including classroom instruction with clinical experience in a health occupation. It is designed to equip a student with entry level skills. Students receive minimum wage, must work fifteen hours per week, and receive three high school units. Specific classroom instruction is offered in anatomy and physiology, medical terminology, career information and basic nursing skills.

PHILOSOPHY

All students who attend school and work should be exposed to careers in general and health occupational careers in particular. Cooperative Health Occupations education is dedicated to preparing interested students for entry level skills in the health cluster. The student should be able to identify good health care and be able to identify appropriate health care facilities. In general, he should be a more knowledgeable citizen about health care.

GOALS

The following goals should be adjusted to serve each students' needs and desires:

1. To enable students to define good health care practices and resources needed to maintain good health care.
2. To provide students with information in the basic sciences and practical experiences in the health occupations as a basic for career selection.
3. To prepare students at the entry level for jobs that are assistive or supportive of duty licensed or certified health professionals.
4. To provide basic information and skills which will stimulate interest in advanced study of health professions.

ADVANTAGES OF A COOPERATIVE PROGRAM TO THE STUDENT

1. Is hired as a working learner.
2. Learns the skill and also the theory behind the skill.
3. Engages in classroom activity which aid and abet the training received on the job.
4. Is matched to the job by an occupationally experienced coordinator.
5. Is given guidance and supervision in taking additional or specialized training.
6. Is encouraged to remain in school and increase his vocational competencies.
7. Follows a reduced schedule of school activities and a supervised work schedule which are not permitted to have an adverse effect on him.

## APPENDIX B

ADVANTAGES OF A COOPERATIVE PROGRAM TO THE EMPLOYER

1. Obtains a student who wants to work.
2. Receives the help of a guidance-health oriented coordinator in training the pupil.
3. Participates in the planning of the job related duties which results in better training of the pupil.
4. Confers with the coordinator about the students' work, behavior, or attitudes.
5. Receives the benefits of testing or guidance techniques which illuminate the strengths or weaknesses of the pupil.
6. Has a continuous relationship, through an organized program with the school.
7. Receives a 50% tax credit on first years wages and 25% credit on second year wages.

TO THE PARENT

1. Has the assurance that on the job experiences and classroom activities correlate.
2. Knows the pupil receives guidance before being placed on the job.
3. Knows the student is not being exploited.
4. Knows the student is learning an on-going job related skill while earning credit through an approved course of study.

TO THE SCHOOL

1. By means of record keeping, is able to relate classroom knowledge to on the job experience.
2. Gains an opportunity to develop post graduate interests.
3. Is prepared, when the need arises, to assist the pupil to make necessary social adjustments.

TEACHER-COORDINATOR QUALIFICATIONS AND CERTIFICATION

## 1. Qualifications

To serve as a health occupations teacher-coordinator, a person shall:

- (a) Have a minimum of a bachelor's degree or have demonstrated abilities in teaching, coordination and management of student-learner experiences.
- (b) Hold a recognized licence or certificate as a professional practitioner (vocational nurses ineligible) in one or more health occupations.
- (c) Have not less than two years of recent successful employment experience within a licensed hospital or certified agency beyond that required to become licensed or certified.
- (d) Possess a basic understanding of functions of all health workers in any relationships of health services or agencies.

## APPENDIX C

## 2. Certification

The teacher-coordinator must have a valid vocational teaching certificate on file in the office of the superintendent of schools where employed. The certificate will be issued after the following requirements have been fulfilled:

- (a) Two years of successful teaching as a teacher-coordinator of Health Occupations Cooperative Education.
- (b) Completion of required teacher certification courses.

REQUIREMENTS FOR APPROVAL OF COOPERATIVE HEALTH OCCUPATIONS PROGRAMS

To be approved for health occupations cooperative education, an occupation must:

- 1. Be related to health services and patient care in hospitals, clinics, laboratories, medical, dental or veterinarian offices, extended care facilities, and other health agencies.
- 2. Require knowledge and/or skills in health related sciences.
- 3. Require at least 170 hours of classroom instruction and 525 hours of supervised on-the-job training and work experience.
- 4. Be related to instructional material used in individualized study assignments.

Among the occupations in which students are allowed to work:

Dental Assistant Technician  
 Medical Assistant Technician  
 Speech Pathology Aide  
 Medical Record Technician  
 Nursing Assistant  
 Physical Therapy Aide  
 Podiatrist Aide  
 Orthodontist and Prosthetist Aide  
 Radiologic Technician  
 Respiratory Therapy Assistant  
 Veterinarian Assistant  
 Pharmacist Assistant\*  
 Vocational Rehabilitation Aide  
 Diet Clerk  
 Medical Office Assistant

NON-APPROVABLE HEALTH OCCUPATIONS

Non-approvable health occupations are those considered professional or requiring a degree. Also those professions for which a state governing board sets the curriculum are non-approvable (i.e. vocational nursing, morticians, etc.).

\*The pharmacist assistant position must be carefully evaluated to consider placement in an ethical establishment. If a commercial establishment is used, the student should not be involved more than 20% of the time in sales and distribution.

## APPENDIX D

### GUIDELINES FOR HEALTH OCCUPATIONS CLINICAL EXPERIENCE

#### DEFINITION

Clinical experiences are those experiences arranged by the instructor with a community health agency to meet the objectives of a curriculum in health occupations. Because of these experiences the student can determine if he/she wishes to pursue a particular occupation. The primary purpose is that the experiences be of benefit to the student. Service to others is an asset to the program, but not the primary reason for the existence of the experience. There is no way to have students perform well unless one provides significant experimental learning in the actual health care field.

#### TYPES OF FACILITIES NEEDED

The facility selected must have certain attributes:

1. The personnel must be able to work with young people.
2. The facility must be accessible to student and school.
3. There must be instruction on the part of the agency at least in beginning skills.

#### LEGAL CONSIDERATIONS

1. All students should carry liability insurance.
2. All students are liable for their conduct.
3. Schools should carry contractual arrangements with the cooperating agency.
4. The school has an obligation to guarantee that the student assigned to an area will be familiar with "safe" work habits.
5. An attempt at correlation of degree of difficulty of assignment with capability of the student should be made.
6. Confidentiality of privileged information must be safeguarded.
7. Written permission of parent or guardian must be on file in order that the student be able to participate in the clinical experience.
8. Transportation of students to and from the affiliating agency and to and from the school setting is the responsibility of the student and his parent or guardian.
9. Students may be required to meet certain standards of health as outlined by a particular agency.
10. The agency may require withdrawal of a student whose presence interferes with the function of the agency.
11. The student should wear the uniform of the agency.

#### ASSIGNMENT OF STUDENTS

1. Personnel of the agency should be informed of student competencies. The personnel should be invited to visit the school program.
2. Evaluation of clinical performance is the responsibility of the instructor.
3. Flexibility of assignments will promote better experiences for the student.

### AGREEMENTS OF AFFILIATION

An agreement of affiliation is a legal contract between two parties  
i.e., the school and the agency.

1. Both the school and agency should be consulted.
2. A specific beginning and ending date should be defined.
3. The document should be able to be amended through mutual consent.
4. If more than one student is to be served, the number to be assigned at one time should be included.
5. It should be as short as practical and should clarify the roles of both parties.

STUDENT  
TRAINING STATION

# EMPLOYERS PERIODIC RATING

DATE

RATE BY

DIRECTIONS: Please circle only one of the numbers in each line of blanks (1 through 10) opposite each of the factors in the left-hand column which you think nearest indicates the student's rating for the past 6 weeks

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
<b>PROGRESS</b> Has the student advanced in skill and knowledge during the past six weeks?	1 Has made practically no progress.	2 3 Has progressed in only a few phases of training.	4 5 6 Has made average progress in training.	7 8 Has advanced beyond expectations.	9 10 Exceptional progress made in skill and knowledge.
<b>INITIATIVE</b> Can the student originate and carry through on ideas?	1 Has to be told everything to do.	2 3 Seldom goes ahead on own.	4 5 6 Goes ahead on routine matters.	7 8 Frequently looks for additional work.	9 10 Always finding jobs that need to be done.
<b>RELIABILITY</b> Can the student be depended upon?	1 Can seldom be relied upon.	2 3 4 Frequently fails to come through.	5 6 7 Can be relied upon in most cases.	8 9 Only occasionally fails to come through.	10 Can be relied upon implicitly in all matters.
<b>WORK ATTITUDE</b> Does the student have a good attitude toward work?	1 Always bored; shows little enthusiasm.	2 3 4 Rationalizes shortcomings and mistakes.	5 6 Normally enthusiastic about work.	7 8 Tries to improve work in most cases.	9 10 Is always alert upon finding ways to improve work.
<b>COOPERATION</b> Does the student work well with others?	1 Always wants own way; is hardheaded.	2 3 4 Hard for others to work with.	5 6 Usually congenial and easy to work with.	7 8 Works well with associates.	9 10 Cooperates excellently in all matters.

ADDITIONAL REMARKS:



## HEALTH OCCUPATIONS EDUCATION

## SUPERVISOR'S EVALUATION

Prepared for Cooperative Health Occupations Education

Student Name \_\_\_\_\_

Placement Site \_\_\_\_\_

Date \_\_\_\_\_ 1. The student maintains a favorable attitude toward work.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 2. The student is attentive to the surrounding environment.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 3. The student is able to follow directions.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 4. The student is neat and well groomed.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 5. The student is respectful and courteous.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 6. The student maintains good rapport with patients and nurses.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 7. The student has confidence in his/her own abilities.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 8. The student is efficient and precise in performance of duties.

_____	_____	_____	_____	_____
poor	unsatisfactory	satisfactory	good	excellent

Date \_\_\_\_\_ 9. The student is punctual and attends assignments regularly.

poor unsatisfactory satisfactory good excellent

Date \_\_\_\_\_ 10. Would you have this student serve in this assignment again?

yes no

\_\_\_\_\_  
Signature of Employer or  
Field Assignment Supervisor

Please Write Any Comments Below:

## APPENDIX F

TEACHER EVALUATION

Date \_\_\_\_\_

Dear \_\_\_\_\_:

(Student) \_\_\_\_\_ has made application for admittance into the Health Occupations Cooperative Education program. Your evaluation of this student on the following characteristics will be greatly appreciated.

(Signed) \_\_\_\_\_  
(Teacher-Coordinator)

Please check appropriate squares, sign, and return. THANK YOU!

CHARACTERISTICS	Excellent	Good	Fair	Poor
Honesty				
Dependability				
Willingness to Work				
Capacity to Do Work				
Quality of Work				
Attitude toward School				
Personal Appearance				

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_  
(Teacher)

## APPENDIX G

## HOSPITAL AFFILIATION AGREEMENT

Between \_\_\_\_\_ Hospital and \_\_\_\_\_

High School for the Student Program of Health Occupations Education.

It is mutually agreed between \_\_\_\_\_ Hospital and \_\_\_\_\_ High School to accept Health Occupations students for clinical hospital experience. The following provisions are to be observed:

1. \_\_\_\_\_ High School will furnish a coordinator and adequate instructors for the student during the clinical experience (with only minimal assistance from hospital personnel.)
2. The hospital will provide hospital equipment and supplies for practice in all assigned areas.
3. That the coordinator and/or instructor will supervise these students at all times.
4. The High School Coordinator and/or instructor will organize, instruct, rotate and keep records on the Health Occupations Students.
5. The High school students will observe the hospital personnel policies and procedures at all times during the affiliating period.
6. If either party wishes to withdraw from this Agreement, a notice of at least six months shall be given the other party. Students that are having their clinical experience when the notice is given by the hospital will be allowed to complete the full program of clinical experience.
7. This cooperative agreement is subject to review and renewal annually.
8. The terms of this agreement shall become effective as of \_\_\_\_\_.

## Endorsements:

- |  |                                    |
|--|------------------------------------|
| 1. _____<br>Administrator of Program           | 2. _____<br>Administrator of _____ |
| 3. _____<br>Administrator of _____<br>Hospital | _____ High School                  |
| 4. _____<br>Director of Nursing Service        | _____ Hospital                     |
| 5. _____<br>Instructor-Coordinator of          | _____ High School                  |

## APPENDIX H

**Hospital Affiliation**\_\_\_\_\_ **Date Entered**\_\_\_\_\_ **Date Completed**\_\_\_\_\_ **Date Withdrew**\_\_\_\_\_

[illegible]

**SIGNATURE** \_\_\_\_\_

U. S. Department of Labor  
Employment Standards Administration  
Wage and Hour Division  
Federal Building-U. S. Courthouse  
1100 Commerce Street  
Dallas, Texas 75202

APPENDIX I

240

Form App. 1  
Budget Bureau No. 11-R0108

WAGE-HOUR USE ONLY

A Control number \_\_\_\_\_  
B Effective date \_\_\_\_\_  
C Expiration date \_\_\_\_\_  
D Reviewing official \_\_\_\_\_

APPLICATION FOR AUTHORIZATION TO EMPLOY A  
STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of this application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Division. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1 NAME AND ADDRESS INCLUDING ZIP CODE OF ESTABLISHMENT MAKING APPLICATION:		3A NAME AND ADDRESS OF STUDENT-LEARNER:  B: DATE OF BIRTH _____ (month, day, year)	
2 TYPE OF BUSINESS AND PRODUCTS MANUFACTURED OR SERVICES RENDERED:		4 NAME AND ADDRESS INCLUDING ZIP CODE OF SCHOOL IN WHICH STUDENT LEARNER IS ENROLLED:	
5 PROPOSED BEGINNING DATE OF EMPLOYMENT (Month, day, year)		17 TITLE OF STUDENT-LEARNER OCCUPATION:	
6 PROPOSED ENDING DATE OF EMPLOYMENT (Month, day, year)		18 NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
7 PROPOSED GRADUATION DATE (Month, day, year)		19 NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
8 NUMBER OF WEEKS IN SCHOOL YEAR		20 MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
9 TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK		21 SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER (if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):	
10 NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING			
11 HOW IS EMPLOYMENT TRAINING SCHEDULED (Weekly, alternate weeks, etc.)			
12 NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES		22 IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? (If not, see instructions)	
13 NUMBER OF HOURS OF EMPLOYMENT TRAINING PER WEEK			
14 ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?		23 IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?	
15 WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?			
16 IF THE ANSWER TO ITEM 15 IS "NO" GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM.			

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 10-70)

24. **OUTLINE THE SCHOOL INSTRUCTION** *directly* RELATED TO THE EMPLOYMENT TRAINING (list courses, etc.).

25. **OUTLINE TRAINING ON-THE-JOB** (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

26. **SIGNATURE OF STUDENT-LEARNER:**

I have read the statements made above and ask that the requested certificate, authorizing my employment training at sub-minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative

(Print or type name of student)

Signature of Student

Date

27. **CERTIFICATION BY SCHOOL OFFICIAL:**

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official

Date

Title

28. **CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:**

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct

(Print or type name of employer or representative)

Signature of employer or representative

Date

Title

ATTACH SEPARATE SHEETS IF NECESSARY

STATE OF LOUISIANA  
DEPARTMENT OF LABOR  
DIVISION OF WOMEN AND CHILDREN

To obtain a vacation work permit or certificate, the minor must bring this form, properly filled, to the parish superintendent of schools of any parish, except in Orleans Parish, to the representative of the Commissioner of Labor. He must also bring a birth certificate. If under 16 years of age the minor must bring a certificate of health signed by a physician.

## INTENTION TO EMPLOY

### MINORS UNDER 18

(Required under provisions of R.S. 23:151-234)

The certificate or vacation work permit will be denied unless all provisions of Act 301 of 1908, as to hours, type of employment, etc., are complied with.

Employers who employ minors illegally are subject to penalties, (fines and or jail sentences) according to provisions of R.S. 23:231-234, if convicted of a violation.

\_\_\_\_\_  
(City) \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_  
(Parish) \_\_\_\_\_

Upon receipt of the employment certificate or the vacation work permit, the undersigned intends to employ:

\_\_\_\_\_  
(Name of Minor) \_\_\_\_\_ (Address of Minor) \_\_\_\_\_ (Age) \_\_\_\_\_

in the capacity of \_\_\_\_\_  
(Specific Job Duties) \_\_\_\_\_ (Industry) \_\_\_\_\_

for \_\_\_\_\_ days per week; for \_\_\_\_\_ hours per week; \_\_\_\_\_ hours per day beginning

\_\_\_\_\_ A. M. and closing \_\_\_\_\_ P. M. with a lunch period of \_\_\_\_\_, the rate of

pay to be \_\_\_\_\_ per hour or \_\_\_\_\_ per day or \_\_\_\_\_ per week.

\_\_\_\_\_  
(Firm Name) \_\_\_\_\_ (Business Address) \_\_\_\_\_

\_\_\_\_\_  
(Signature of Employer or Authorized Agent)

This form must be executed and signed by an officer of employing firm.



STATE OF LOUISIANA  
DEPARTMENT OF LABOR  
DIVISION OF WOMEN AND CHILDREN

This certificate does not authorize employment contrary to the provisions of any Federal law.

Parish of \_\_\_\_\_

City or Town of \_\_\_\_\_

**EMPLOYMENT CERTIFICATE**  
FOR

Certificate No. \_\_\_\_\_

Date of Issue \_\_\_\_\_

MINORS 16 AND 17 YEARS OF AGE  
ISSUED UNDER THE PROVISIONS OF ACT 301 OF 1908  
AS AMENDED

1. Name of Minor \_\_\_\_\_

Address \_\_\_\_\_

2. Age \_\_\_\_\_ 3. Sex \_\_\_\_\_ 4. Date of birth \_\_\_\_\_

5. Specify evidence of age accepted \_\_\_\_\_

(See reverse side)

Pursuant to the authority vested in me by law, I hereby certify that the above-named minor, until this certificate is cancelled or revoked, is authorized to accept employment as specified above under all the conditions and provisions imposed by the laws of the State and rules and regulations of the Commissioner of Labor of the State of Louisiana.

9. Signature of Minor \_\_\_\_\_

6. Name of Employer \_\_\_\_\_

Address \_\_\_\_\_

7. Industry of Employer \_\_\_\_\_

8. Occupation of Minor \_\_\_\_\_

10. Has minor had an employment certificate before? \_\_\_\_\_  
(Yes) (No)

Signature of Issuing Officer \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

This certificate is non-transferable. The employer shall keep the certificate on file while the minor is employed by him and shall return it to the issuing officer within three days after the termination of the minor's employment. See reverse side for hours of employment.

To be issued in triplicate; original to be mailed to employer, duplicate to Division of Women and Children, triplicate for files of issuing officer.

459

460

223

## APPENDIX J

## STATE AND FEDERAL EMPLOYMENT LAWS

It is necessary for the coordinator to be familiar with the federal and state child labor laws and the minimum wage laws that govern the employment of student workers and minors. ~~It is also the coordinator's responsibility to make certain that the employer in the training station is familiar with this information and that the minimum age for student-learners in the COE program is 16 years.~~

## Louisiana State Employment Laws (Summary)

1. All employers who employ a minor under 18 in any gainful occupation must abide by the provisions of the Louisiana Laws regulating employment of children.
2. Every student worker under age 18 must obtain an employment certificate before beginning work.
3. In order to secure an employment certificate the student will need a birth certificate for proof of age.
4. A business that has had four or more persons on its weekly payroll during any twenty different weeks in a calendar year is subject to unemployment compensation taxes on all employees, including student-workers.\*
5. If further information on State Regulations is needed, the following pamphlets may be obtained by request from Louisiana State Department of Labor, Capitol Annex, Baton Rouge, LA 70804:

Guidebook for Employers prepared by the Louisiana Division of Employment Security.

Louisiana Employment Security Law issued by Louisiana Division of Employment Security.

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\* It is our belief that student-workers should be exempt from these provisions since this could prove to be a hindrance to placement of students in the Cooperative Office Education Program.

Labor Law Relating to Women and Children published by authorization of Commissioner of Labor.

### United States Government Regulations

The Fair Labor Standards Act (Federal Wage-Hour Law) applies to employers engaged in interstate commerce or the production of goods for commerce, to certain enterprises, as defined by the Law, which are so engaged, and to any establishment grossing over \$250,000 a year. Every employer subject to the Law must comply with the minimum wage and child labor provisions, unless his employees are specifically exempted by the Law itself or he has a certificate issued by the U.S. Department of Labor's Wage and Hour Division's granting authority to pay a subminimum wage.

If there is any question as to whether an employer is subject to the Law, he or the coordinator may get assistance in making that determination from the nearest office of the Wage and Hour Division.

### Regulations that Relate to the Employment of Minors

1. If students are paid the minimum hourly wage (or more), no student-learner permit is required, and he may work any number of hours under the Federal Regulations.
2. A student-learner certificate may be obtained by the employer by submitting an application to United States Department of Labor, 1931 Ninth Avenue South, Birmingham, AL 35205. Regulations which govern this certificate are as follows:
  - a. Minimum age for the student-learner is 16 years.
  - b. Minimum wage to be paid must be not less than 75 percent of current minimum wage. At present the minimum wage is \$1.60 per hour.
  - c. The number of hours of employment training each week at subminimum wages, when added to the hours of school instruction, shall not exceed 40 hours except for the following exceptions:
    - (1) When school is not in session on a school day, the student-learner may work up to eight hours in addition to the weekly hours authorized.
    - (2) During the school term, when school is not in session for the entire week, the student-learner may work a number of hours in addition to those authorized provided that the total hours shall not exceed 40 hours in any such week.

d. If a student-learner is employed at subminimum wages, the employer must keep the following records:

- (1) The student-learner must be so identified on the payroll records, and his occupation and rate of pay must be shown.
- (2) The employer's copy of the application for a student-learner certificate ~~(which serves as a temporary certificate)~~, must be available at all times for three years from the last date of employment of the student-learner.
- (3) Notations of additional hours worked by reason of school not being in session should be made in the employer's records.

3. The student-learner must have or must secure a Social Security account number, and both the employer and student-learner are subject to contributions for F.I.C.A. taxes.
4. For further information on federal regulations, write or call United States Department of Labor, Wage and Hour Division in Baton Rouge, Hammond, Lafayette, Lake Charles, New Orleans, Houma, Shreveport, Alexandria, or Monroe, Louisiana.
5. The pamphlets listed below may be obtained by writing the above locations or United States Department of Labor, Wage and Hour Division, 1931 Ninth Avenue South, Birmingham, AL 35205.

A Guide to Child Labor Provisions of the Fair Labor Standards Act,  
WHPC Publication 1282

Information Guide and Instructions for Completing Application for  
Authorization to Employ a Student-Learner at Subminimum Wages,  
Form WH-205, Inst.

#### ADVISORY COMMITTEE

The Vocational Education Act of 1963 makes the use of advisory committees mandatory for vocational programs at the state and national levels. If the instructional program or related class is to meet adequately the need of the students and the businesses in which they work and train, then the advisory committee is needed at the local level by those who are responsible for the development and operation of the Cooperative Office Education Program.

The type of advisory committee used should fit the particular community which it serves, but some kind of advisory committee is vital to

the success of a new program and to the effective progress of an ongoing program.

### Implementation

1. Committee members usually represent various community groups; therefore, the organization to which they belong should select or recommend the member. The organization could suggest several names and permit the school to select the individual member who is to serve.
2. The letter of invitation, asking a prospective committee member to serve, should come from the superintendent of schools. This letter should make clear to the prospective member the function of the advisory or consulting committee.
3. Try to make the committee representative (not all attorneys, or doctors, or personnel directors). It is well to have approximately the same number of employer and employee representatives. A community representative should also be included.
4. A committee of five to nine members is usually adequate.
5. The superintendent, assistant superintendent, or the coordinator or other school representative should explain at the first meeting the consulting aspects or the advisory nature of the committee's function.
6. The school representative(s) usually serve in an ex officio capacity. Sometimes the coordinator will serve as the secretary to the committee.
7. A plan should be developed for the rotation and replacement of committee members. Usually a member will serve two or three years. The terms should be staggered to maintain a committee with experience and some understanding of the vocational program.
8. It is recommended that the tentative agenda be prepared and sent to the members several days before the meeting.
9. After the meeting is over, the secretary should prepare the minutes of the meeting and have them duplicated and mailed to each member of the committee. Extra copies should be kept on file for review at the beginning of the next meeting of the committee. Usually the first matter of business is to approve the minutes of the previous meeting.
10. Frequency of meetings should be established in the light of the work.

11. The committee meetings should be informal and relaxed in a friendly atmosphere of cooperation.
12. The school representative should be prepared to instruct the committee members regarding the philosophy and objectives of the vocational program and how these may be achieved.
13. The coordinator should reflect a progressive attitude toward the further development of an ongoing program of vocational education.

#### Committee Functions

Advisory or consulting committees can assist the local school personnel in the following ways:

1. By reviewing the goals and objectives of the local vocational program
2. By explaining the nature and extent of the cooperative programs to their friends and fellow workers
3. By checking the content of the course or courses to be taught to see that they are vocationally sound and are in keeping with the occupational needs of the community
4. By reviewing ways and means of relating in-school to on-the-job instruction
5. By discussing local employment opportunities and standards
6. By reviewing the guidance, counseling, and selection procedures
7. By making recommendations regarding the placement and training of cooperative students on the job
8. By assisting in finding training stations for cooperative students
9. By working with the school in developing evaluation procedures for the local vocational program
10. By assisting in organizing a follow-up program for cooperative graduates

## EMPLOYER AGREEMENT FORM

\_\_\_\_\_  
(Name of School)

I. The employer \_\_\_\_\_  
(Name and Address)

agrees to employ \_\_\_\_\_  
(Name and address of student-learner)

on a one-half day basis for the purpose of training the basic  
skills of \_\_\_\_\_  
(Job Classification)

The student-learner will be employed at least 15 hours per week.

II. The employer will offer the following work experience during the  
training period and will follow a rotation plan that provides basic  
training in each of the experiences listed.

Job Experiences

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

III. The employer will assign some members of his organization who  
will have a continuing responsibility for the training and super-  
vision of the student-learner. The person responsible for this  
training on the job is

\_\_\_\_\_  
(Name and Title)

IV. The student-learner will be paid a beginner's wage of \_\_\_\_\_  
per hour.

- V. Since the cooperative health education program is under school supervision, the teacher-coordinator will be permitted to visit the training stations at such times as the coordinator deems it necessary to observe the student at work and evaluate his program.
- VI. At regular intervals the coordinator will consult with the employer or the immediate supervisor of the student-learner for the purpose of evaluating the student's progress so that an accurate school record can be obtained.
- VII. The student agrees to report for work punctually and regularly. He also agrees to follow the orders and instructions of the supervisors at all times.
- VIII. All complaints shall be made to and adjusted by the teacher-coordinator.
- IX. This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator.
- The teacher-coordinator may terminate this agreement at any time after consultation with the employer. The student may change his place of employment only after consultation with and approval by the teacher-coordinator.

X. Signatures

\_\_\_\_\_  
(Teacher-Coordinator)

\_\_\_\_\_  
(Employer)

\_\_\_\_\_  
(Parent or Guardian)

By \_\_\_\_\_  
Representative of Employer

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Student-Learner



## APPENDIX L

## COORDINATION TECHNIQUES

All activities of the teacher-coordinator with the exception of teaching the related class are considered part of coordination. The time allowed for coordination would depend upon the number of students in the program, geographic location of training station, etc. As a rule-of-thumb, the coordination time should allow a minimum of 30 minutes per student per week.

In order that the time may be used for the best advantage of the program, the coordinator should use the following suggestions as a guide:

1. Plan calendar of events carefully.
2. Visit employers and training stations by appointment and keep in mind the following:
  - a. How does the employer feel about the student's work?
  - b. How does the student feel about his job, employer, and fellow workers?
  - c. What kind of related instruction does the student need?
3. Be sensitive to the pressure on employer's time and avoid discussing needless details.
4. Make a guide sheet for coordination visits and have a conference with the student at school after the visit.
5. Keep complete records pertaining to the student and his performance at the training station. Sample forms are included in the Resource Sections of this guide..

## CALENDAR OF EVENTS

In order for a HOE program to be effective, it must be well organized and planned. Each coordinator should make his own calendar of events; the following is indicative of some of the things that might appear on this schedule:

August

1. Write for Student-Learner applications from the U.S. Department of Labor.

2. Orient students
3. Locate training stations
4. Work on individual training plans
5. Plan units of work
6. Attend LVA conference and other professional meetings
7. Complete school calendar
8. Complete all necessary forms for program
9. Place students

#### September through December

1. Complete placement of students
2. Visit training stations of students
3. Teach related class
4. Develop step-by-step training plans
5. Organize or assist with youth club
6. Hold advisory committee meeting
7. Plan fund-making project if one is to be used
8. Attend AVA conventions and other professional meetings.

#### January through May

1. Interview and counsel prospective students
2. Work with guidance counselor in the evaluation of prospective students
3. Administer selected standardized tests if information is not available
4. Plan equipment, facilities, and supplies
5. Plan employers' appreciation activities
6. Send for employers' appreciation certificates from State Department
7. Check recommendations from other teachers concerning prospective students
8. Select student-learners and help with schedules
9. Complete reports for State Department
10. Assist with placement of HOE graduates, if needed
11. Attend professional meetings

#### June

1. Send letter of thanks to employers
2. Conduct orientation class for new students
3. Visit or meet with parents
4. Locate training stations
5. Revisit training stations used during the year
6. Place student-learners for coming school year
7. Conduct follow-up of graduates
8. Bring files up to date
9. Attend professional meetings and workshops